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ABSTRACT

The objectives and perspective for a program with the educable mentally handicapped are presented in the Wisconsin curriculum guide. The described concepts and activities revolve around 12 Persisting Life Situations which include communicating ideas, understanding one's self and others, traveling, adjustment to various situations, health care, safety concerns, earning money, homemaking, money management, use of leisure time, appreciation of arts and beauty, and civic responsibilities. For each of the 12 situations, separate objectives and activities are suggested for primary, intermediate, and secondary levels. Approaches to learning and behavior development are discussed with implications toward programing and curriculum. The appendix treats the use of prescriptive teaching with the educable mentally handicapped and offers instructional activities in the area of psycholinguistics. A handbook which accompanies the manual is available as EC 030 036. (RD)

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ABSTRACTED - CEC ERIC

A PERSISTING LIFE NEEDS APPROACH TO A CURRICULUM FOR THE EDUCABLE MENTALLY RETARDED

Developed under the direction of

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Division for Handicapped Children
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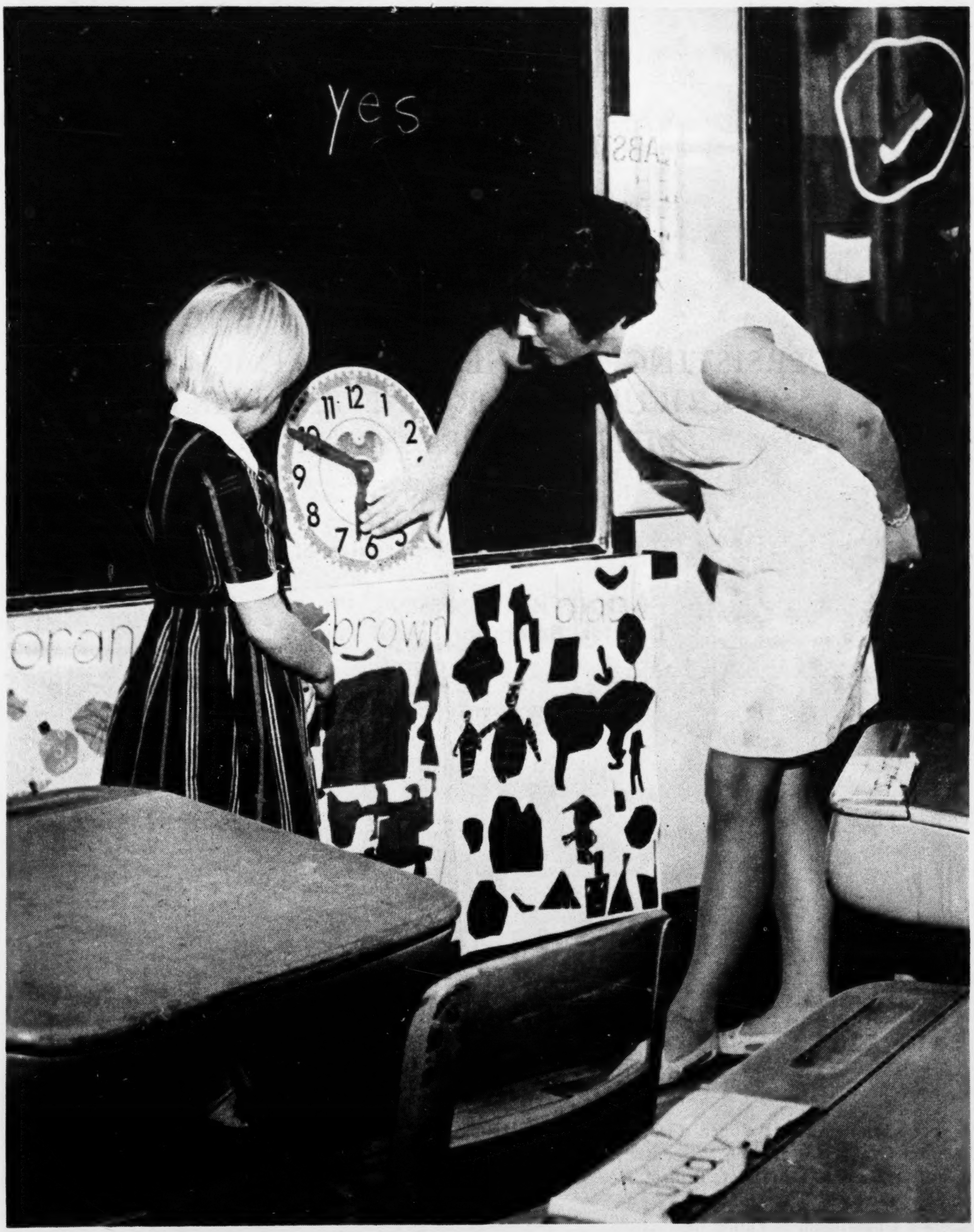
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FOREWORD

This fine Curriculum Guide is the product of the combined efforts of over 250 special education teachers in 15 Wisconsin school districts and the staff of the Division for Handicapped Children in the Wisconsin State Department of Public Instruction, under Ken Blessing's leadership.

The publication is directed toward resolving the persisting life needs of the retarded children and youth. As a "follow-up" project, our agency is planning to assist local school systems in the implementation and use of this guide.

We sincerely hope this document and the subsequent implementation activities will assist you in developing retarded people into productive and happy members of our society.

John W. Melcher

Administrator and Assistant
Superintendent
Division for Handicapped Children

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A PERSPECTIVE

A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded represents a conceptualization in curricular planning and implementation involving over 250 of the state's special education teachers. It further reflects the combined and integrated efforts of 19 curriculum study committees organized at the local district, county, and university levels under the auspices of the Division for Handicapped Children of the Wisconsin State Department of Public Instruction. Over a period of five years these curriculum study groups considered the characteristics and needs of the mild and border-line retarded, their interests and society's requirements, their abilities and their limitations. This study of the educable mentally retarded took place and was developed within the frame of reference of the persisting life situations or needs curriculum model. This curriculum model was perceived as being the most appropriate and flexible approach for the organization of the instructional program and for the incorporation of the concepts of prescriptive individualized teaching. As an educational curriculum document it stipulates the curricular content Wisconsin's special educators believe appropriate for the educable retarded as we enter the seventh decade of the twentieth century. Usage and evaluation of this curriculum will determine its educational relevance, appropriateness and required modifications.

The following pages depict the State of Wisconsin's current approach to statewide teacher, community and university involvement in the development and preparation of this curriculum guide. This is not a completed project nor is the school's work in building a curriculum ever a finished task. The active participant in curriculum building is constantly discovering new vistas, obtaining feedback from the field and assessing the efficacy of his curricular efforts. Following the description of the organization of The Wisconsin Project is a section concerned with a learning approach to behavior development of the mentally retarded. This scholarly contribution from Dr. William I. Gardner, Chairman of the Department of Studies in Behavioral Disabilityties at the University of Wisconsin, sets an unusual tone for a curriculum guide for the retarded. Traditionally, curriculum guides for the retarded tend to stress the more negative aspects of the learning characteristics of the retarded. Dr. Gardner, on the other hand, focuses on the more positive and pertinent questions of "what can be done to facilitate the most optimal learning in the educable retarded" or "under what circumstances does the retardate perform best?" Such an orientation to the basic curriculum text establishes a more positive tenor throughout the guide and avoids the more traditional self-defeating concern with the retardate's learning deficiencies.

The sections on the actual curriculum content which follow maintain this more positive point of view and are designed to optimize learning. Emphasis is on a successful educational program for the retarded and on the academic and social behaviors which the retarded can achieve and be expected to attain.

The final section of this curriculum guide endeavors to illustrate the usability of this needs or problems approach in moving into the era of clinical or prescriptive teaching. Based upon original doctoral level research, this section highlights the use of a linguistic approach in utilizing individual abilities while seeking to improve the linguistic deficits of a group of educable retardates in a highly structured language stimulation program.

At the outset of this venture the curriculum committee agreed to focus their attention on the actual content of the educable retarded curriculum rather than lay stress on methodology of teaching in the various subject matter areas. The rationale underlying this decision centered on the fact that considerable attention has already been given to actual methodologies in previous curriculum texts, guides and in the professional literature. Therefore, this Wisconsin curriculum guide places emphasis and stress upon the content considered appropriate for primary, intermediate and secondary level retarded classes.

Organization of Curriculum Committees

The genesis of this statewide curriculum project had its inception in the efforts of a group of P.L. 88-164 graduate fellowship recipients in mental retardation working on the campus of the University of Wisconsin in Madison under the direction of Dr. Ken Blessing of the Division for Handicapped Children. As the project evolved, additional graduate school enrollees in curriculum and methods courses for the retarded were brought into committee work on the various persisting life situations. It soon became readily apparent that experienced special educators in the field and in the classroom would need to be involved in this comprehensive effort if the project were to be successful and culminate in a curriculum guide of general application throughout the state.

During the initial planning and curriculum production stages the project received invaluable direction and assistance from a number of nationally recognized consultants in special education. Mr. John W. Melcher, Administrator of the Division for Handicapped Children in this state. Dr. Herbert Prehm, then with the University of Wisconsin and now an Associate Professor at the University of Oregon, Dr. Ernest Willenberg, Director of Special Education, Los Angeles Board of Education and Dr. LeRoy Aserlind of the University of Wisconsin were all involved with the project in its initial inception.

In the fall of 1962 Bulletin Number 20 - **An Invitation**

to Participate in Developing a Modern Curriculum for Retarded Children was disseminated to all special educators in local school systems having directors of special education and sufficient numbers of staff to feasibility form working curriculum study groups. The response to this invitation was quite gratifying with over 150 teachers and leadership personnel expressing a desire to volunteer their services in the production of an EMR curriculum guide. An additional 120 to 150 special educators in smaller school districts have further contributed to the related and parallel projects of creating a number of accompanying resource guides. These resource guides are based upon the persisting life situations curriculum model and are designed to suggest ways of implementing the major areas and sub-objectives of this parent curriculum guide. Thus, from inception to publication, some 250 or more special educators and leadership personnel have been involved in one way or another in this statewide project.

Before committing themselves to involvement in the project, the participants were encouraged to consider in some detail the rationale underlying the persisting life needs or problems curriculum model. This approach has been most clearly articulated by Stratemeyer, Forkner, McKim, and Passow in their text, **Developing a Curriculum for Modern Living** (2nd Edition, Revised), Bureau of Publications, Teachers College, Columbia University, New York, 1957. Committee members further studied in some detail the curriculum guides which have utilized the persisting life situation's approach.

Their committment to the project implied acceptance of the basic philosophy underlying this curricular theory and the belief that this curriculum design was acceptable in meeting the needs and purposes of special education at the respective local levels. Inherent in their committment was a further recognition that improvement in curriculum, fundamentally, involves improvement in teaching and learning and that this improvement follows from actual participation in curriculum change.

Curriculum participation required local administrative support and leadership assistance in the formation of working committees. A number of school administrators provided released time during the school terms to enable their teachers to participate in curriculum work. Where local board policies permitted, inservice education credits were allowed to be applied towards salary increments on the schedule. Administrative assistance was also required in the provision of facilities, resources and clerical help in order that committee work could progress. In general, participating school administrators seemed to recognize the basic principle that if curriculum development and improvement is an integral phase of the special educator's professional responsibilities, then the conditions for effective participation and planning should be arranged.

In launching this statewide project the members of the initial planning committees, after considerable study, elected to utilize twelve persisting life situations outlined in a preliminary draft of a curriculum proposal for the retarded developed by the Cincinnati Public Schools. These are described in detail on pages 432-457 of Stratemeyer, *et al.* Permission was received from Dr. Norman J. Niesen, then Associate Director of the Division of Special Education of the Cincinnati Public Schools, to use these statements as a frame of reference for curriculum design in Wisconsin. Eventually they became the twelve major objectives of this EMR curriculum guide. Dr. Niesen and his staff subsequently produced Cincinnati's Curriculum Bulletin Number 19, **The Slow Learning Program in the Elementary and Secondary Schools** which has a similar curriculum model and is familiar to educators in the field.

Originally it had been planned to form twelve working committees, each to select one of the twelve major objectives and develop a set of experiences to be provided at the primary, intermediate and secondary levels which would meet the persisting life behavioral goals which had been established. Limitations in the availability of teachers at the secondary level in most communities prevented this initial plan from being accomplished. It became necessary to approach several large school districts and seek their assistance in developing the secondary phases of a number of the persisting life situations. This made the task of coordination and articulation of the entire statewide project somewhat more difficult to achieve. Most of the committees established overall Steering Committee Chairmen and separate primary, intermediate and secondary sub-committee Chairmen, who formed the nucleus of the local planning committee under the leadership of the local directors and coordinators of special education. Statewide coordination and liaison with each local coordinator and steering committee chairman became the responsibility of Dr. Blessing who met frequently with these groups as well as with the actual working committees.

STATE EDUCATIONAL AGENCY ACTIVITIES

As each local committee completed its section of the curriculum guide the rough drafts were transmitted to the state educational agency. Further editing was accomplished at the state level. A federally funded Title VI project permitted the Bureau for Special Education to procure the services of a highly qualified publications specialist, Mr. Paul Zagorski, during the 1968-69 school year. Mr. Zagorski had the monumental task of coordinating, articulating, and in some instances rewriting, the contributions from the field in order to provide for internal and external consistency throughout the curriculum guide. His efforts in this project are to be commended. Acknowledgements are also in order in recognition of the clerical and typing assistance provided by Miss Gail Coyle in developing the final manuscript for publication.

In summary, this seven-year curriculum project has been a richly rewarding experience for those involved in its inception and development. The final product provides special educators of the educable mentally retarded with the first state curricular framework for local district implementation since the early thirties when a state course of study for the mental defective was developed under the leadership of Dr. Henrietta Race. Its purpose is to provide suggested curricular content, evolved from the crucible of classroom experience, for a total program for the educable retarded. Linked with the accompanying resource guides which represent the more unique aspect of this state curriculum, it should assist the special education teacher in maximizing the learning and performance of her students. If used in concert with behavioral modification techniques and prescriptive individualized teaching, it should fill a gap in current state leadership services to local school districts. It is to these dedicated local special educators, particularly those without whose help this publication could never have been completed, and to the retarded pupils in the state, that this curriculum guide is dedicated.

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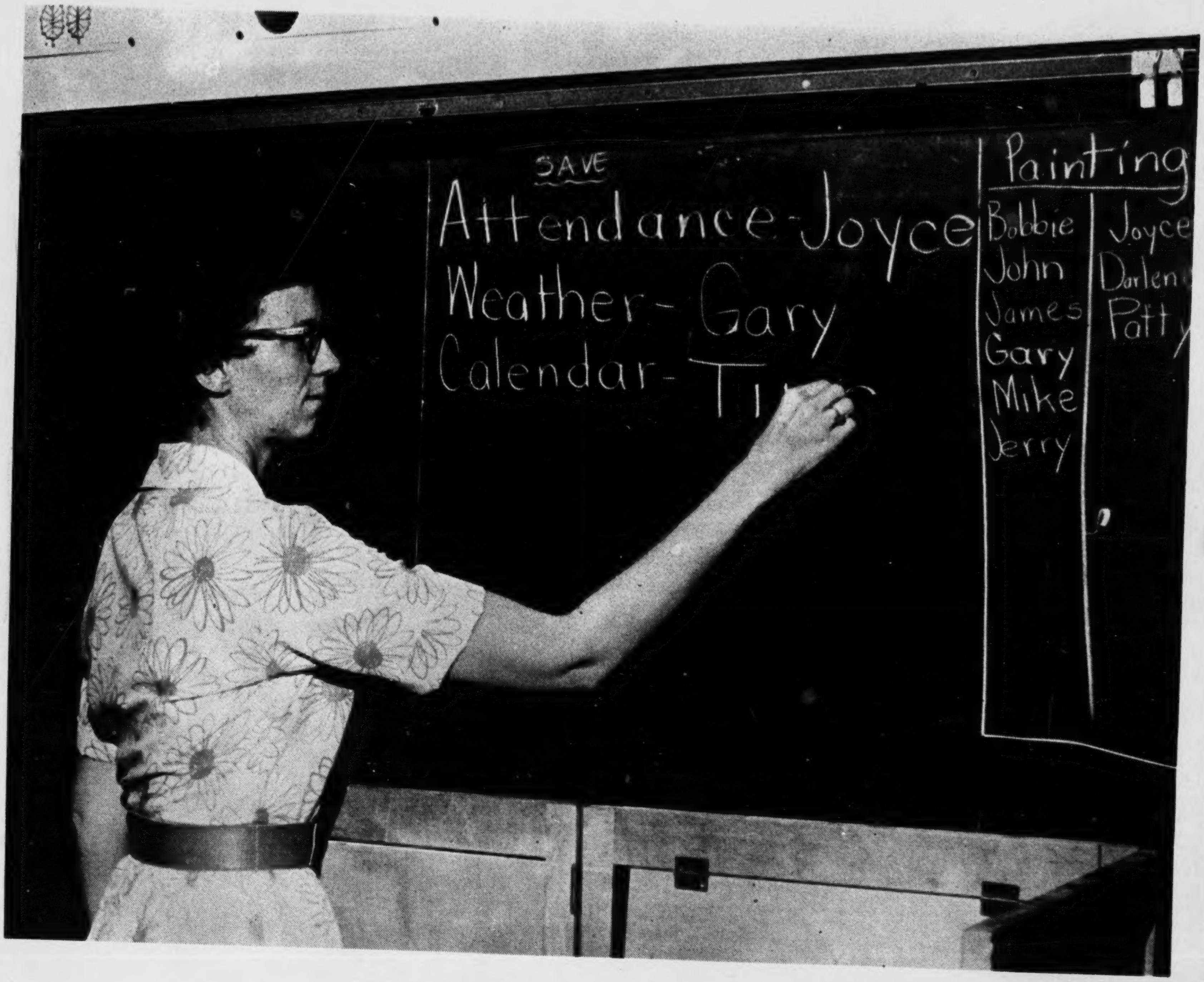
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NOTE: Any omissions or errors are sincerely regretted.

Persisting Life Objectives for the Educable Retarded And The Curriculum Guide

Learning is the child's and the adult's natural and continuing means of survival, development and enhancement. It is a universal human phenomenon characterized by a remarkable range of variability in its functional manifestations. These variabilities occur within any given individual in dealing with markedly differing situations. Variability in learning abilities also occurs among groups of individuals and is particularly diverse among exceptional children and youth. With the school age child, learning is the core of his efforts to achieve satisfaction of his needs in interaction with his environment. Academic and social learning is demonstrated objectively by a characteristic change in goal-oriented behavior as a result of experience providing a sufficiently motivating degree of positive sequences. Special programming and differentiated curricular provisions for the mentally retarded are an accepted component of the total school program in Wisconsin public schools in recognition of this range of human variabilities and needs.

Fundamental Purposes of Education

This integral relationship between learning and the satisfaction of the needs of the child in interaction with his environmental milieu provides the logical foundation for the development of the fundamental purposes of education which apply with equal relevance to the educable retarded. The fundamental purposes of education most frequently ascribed to by the public schools have been derived from the work of the National Education Association.[1]

These goals are:

Self-Realization
Human Relationships
Economic Efficiency
Civic Responsibility

In order to clarify the selection of the persisting life needs curriculum model in this statewide project, it is necessary to understand the more specific objectives generally ascribed to the four fundamental purposes of education. These goals have been defined by the Educational Policies Commission in terms of clusters of specific objectives as follows:

(1) **Specific Objectives of Self-Realization**—(a) the inquiring mind, (b) speech, (c) reading, (d) writing, (e) numbers, (f) sight and hearing, (g) health knowledge, (h) health habits, (j) public health, (k) recreation, (l) intellectual interests, (m) esthetic interests, (n) character.

(2) **Specific Objectives of Human Relationships**—(a) respect for humanity, (b) friendships, (c) cooperation, (d) courtesy, (e) appreciation of the home, (f) conservation of home, (g) homemaking, (h) democracy in the home.

(3) **Specific Objectives of Economic Efficiency**—(a) work, (b) occupational information, (c) occupational choice, (d) occupational efficiency, (e) occupational adjustment, (f) occupational appreciation, (g) personal economics, (h) consumer judgment, (j) efficiency in buying, (k) consumer protection.

(4) **Specific Objectives of Civic Responsibility**— (a) social justice, (b) social activity, (c) social understanding, (d) critical judgment, (e) tolerance, (f) conservation, (g) social applications of science, (h) world citizenship, (j) law observance, (k) economic literacy, (l) political citizenship, (m) devotion to democracy.

The curriculum-builders in this project accepted these fundamental purposes and specific underlying objectives as a point of departure for their work recognizing that each cluster represents a constellation of many positive behaviors, skills and characteristics. They further accepted the general principle that the public school represents the social institution devoted to the formal and specialized programs of instruction for all children designated by the consitutional mandate as having an inherent right to an appropriate educational program. The school was seen as that social institution which has the obligation and the task of fostering an enduring desire to go on studying and learning new ideas and skills throughout one's life.

It was recognized that how and what the child learns in school will vary as a function of many fundamental factors such as genetic endowment, maturational level, emotional development, physical health and vigor, maturation and drive, prevailing attitudes, dominant interests, socio-economic status and the quality of the cultural milieu especially in the early formative years. Because of the complex multivariate functioning of such a network of factors affecting the learning process, the broad extent of variability in the resulting educational and social achievement of any random group of children of any age is a major consequence and concern for any educational, planning, organization, method and curriculum. It places a very complex and demanding responsibility upon the public schools of this nation. Nonetheless, the curriculum-builders in this project expressed an abiding faith in the public schools as the primary societal institution for achieving the fundamental purposes of education in a democracy. Special education for the retarted is considered to be one direct and observable expression of this prevading belief that the public schools in this state can accomplish their fundamental goal of equalized educational opportunity for all.

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[1] Policies for Education in American Democracy, National Education Association, Washington, D.C., 1946.

Varying Curricular Patterns

Having thus circumscribed the fundamental purposes of education it now becomes appropriate and essential to define and describe the particular curriculum model that was selected by the state curriculum-builders as acceptable for the purposes of special education for the educable mentally retarded. The very first task of the curriculum planning committees was the differentiation of the various components of each of the four fundamental objectives of education and the selection of an appropriate curriculum model for the attainment of these rather broad global objectives.

The literature abounds with varied proposals and philosophical bases for curriculum design, especially in terms of what curriculum specialists believe should be the scope, sequence and the organization of the curriculum. Basically these varied proposals can be narrowed down to four fairly distinct patterns:

1. Separate Subjects approach
2. Subject Fields approach
3. Broad Areas approach
4. Needs or Problems approach

Separate Subjects Approach

The first of these, the **separate subjects approach**, designates the scope, sequence and organization in terms of separate subjects to be studied. This is the most traditional design in regular education and is probably the least suited for a curriculum for the mentally retarded. Annie Inskeep's modified curricular approach in the 1920's which "watered down" the regular curriculum by teaching fewer skills, using less material, and progressing at a slower-than-average pace came closer to following the separate subjects approach.

Subject Fields Approach

In the **subjects fields or groups of related subjects approach** related fields of knowledge, e.g., teaching geography and history as social studies, became the basis for curriculum design. Some aspects of this curriculum approach are identifiable in special curriculum patterns currently in use.

Broad Areas Approach

Curriculum designs which are developed around broad areas of living or around the major social functions commonly cut across subject matter fields and are referred to as **broad areas.** In some of these approaches the curriculum is organized so as to incorporate every major aspect of life, e.g., one phase might include the protection and conservation of life, property, and natural resources. In others there may be broad preplanned units which relate to pupils' personal needs and some to the world in which they live, e.g., school living or leisure time and recreation. Ordinarily these units do not necessarily contribute to all major areas of living in any one year. In special education curriculum design, the units of work based on real-life experiences which were advocated by Christine Ingram in the late '30's reflect this broad areas emphasis.

Needs or Problems Approach

One of the more recent of curriculum designs is the **needs or problems faced by the group approach,** broadly construed, which develops out of the persisting life needs and purposes of the learner. This approach has been most clearly articulated by Stratemeyer, Forkner, McKim and Passow in **Developing a Curriculum for Modern Living** (2nd Edition, Revised), Bureau of Publications, Teachers College, Columbia University, New York, 1957. This curriculum approach is reflected in the later emphases of specialists like Elise Martens, Samuel Kirk and G. Orville Johnson in the 1950's. It was recently elaborated upon by Herbert Goldstein and Dorothy Seigle in the Illinois State Department of Public Instruction's educable curriculum guide, **A Curriculum Guide for Teachers of the Mentally Retarded,**Curricular Series B-3, No. 12, 1958 and in the Cincinnati Public School's Curriculum Bulletin No. 119, **The Slow Learning Program in the Elementary and Secondary Schools,** 1964.

All of these curriculum approaches have been applied with some modifications and some refinements to the problem of curriculum development in both regular and special education. In actual practice there are no "pure" types. After considerable curricular research and study the decision was made to utilize the **needs or problems faced by the group** curriculum model espoused by Stratemeyer **et al** and the twelve persisting life functions outlined in the preliminary work of the Cincinnati curriculum committee referred to above.

Definitions of Curriculum Terms

A definition of terms, as applied to this particular curriculum design is indicated at this point.

Persistent life needs are those recurring functions required of individuals living in a democracy, requirements which persist throughout the retarded individual's life. When adequately met and resolved in concerted fashion, these represent the objectives and desirable outcomes of our special education programs.

Scope refers to the **selection** of knowledge, facts, skills and generalizations which should be encompassed by school experiences in terms of the life space of the retarded. In this curriculum design scope encompasses the individual, his role in the family and in the broader community.

Sequence refers to the **order** in which the proposed concepts, learnings and experiences are to be developed. Sequence in this curriculum design is based upon chronological and mental age, maturity, background, interest level, needs and societal demands.

Organization refers to the **format** or the organization of knowledge, skills and generalizations for instructional purposes. In this curriculum design organization is based on the framework of the persistent life functions and includes areas of knowledge, tool subjects, special subject areas and center of interest units.

This needs or problems approach is noteworthy in that it utilizes units of work based upon the persisting life needs and functions of the individual, functions which persist throughout the life of the retarded in our culture. In addition to incorporating the persisting life functions and the unit approach of Ingram, it also does not neglect the tool subject areas, encompassing the skill subjects in a balanced fashion and in developmental progression in relation to the developmental and maturational needs of the learner. Readily identifiable within each persisting life function are the expectancies, behaviors and skills viewed as essential to their successful performance. The behaviors and skills which are identified as being necessary to achieve any recurring life function at any stage are viewed as proficiencies in subject matter. Further, these curriculum-builders used a spiral approach in curriculum development, i.e., the expectancies, behaviors and activities range from the relatively simple to the abstract in sequential order from the primary through the secondary level in keeping with the slower intellectual maturation of the educable retarded.

The twelve persisting life functions selected by the statewide curriculum committee are listed and outlined below:

PERSISTING LIFE FUNCTIONS [2]

1. **Learning to Communicate Ideas** (3 R's) involves the essential habits, attitudes and skills that are commonly referred to as speaking, listing, reading, writing and arithmetic.
2. **Learning to Understand One's Self and to Get Along with Others** involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.
3. **Learning to Travel and Move About** involves the acquisition of the essential habits, attitudes and skills necessary for tranpsorting one's self in the neighbouhood, within the city and to distant places, whenever the need arises.
4. **Learning to Handle and Adjust to One's Social, Technological and Physical Environment** involves the essential habits attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment.
5. **Learning to Keep Healthy** involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.
6. **Learning to Live Safely** involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.
7. **Learning to Earn a Living** involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.
8. **Learning Homaking** involves the essential habits, attitudes and skills necessary for the feeding, clothing and housing of oneself and one's family.
9. **Learning to Manage One's Money** involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.
10. **Learning Wise Use of Leisure Time** involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.
11. **Learning to Appreciate, Create and Enjoy Beauty** involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).
12. **Learning to be a Responsible Citizen** involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

The Persisting Life Functions Curriculum Model

Reference to Figure 1 will serve to clarify this persisting life functions curriculum design for the reader and illustrate the relationship of the organization, scope and sequence within this educational model. Curriculum-builders require a curriculum theory and model to predict the outcomes of their instructional endeavors just as research in learning or personality needs to be pursued within the framework of some well-conceived learning or personality theory and model. If followup studies of special education graduates suggest that the outcomes of instruction are somewhat different than predicted from the model, this then permits the curriculum-builder to change or modify the curriculum design.

See Figure 1 on next page

One may visualize the curriculum model as three-dimensional in structure with **scope** representing the vertical dimension, **sequence** the horizontal and **organization** unifying the whole. Utilizing the persistent life functions approach as an **organizational** frame of reference, then, superimposes these recurring needs upon the individual's current state of readiness (**sequence**) wherever he might be (**scope**). And wherever he might be could be encompassed by school experiences in terms of the individual, his role in the family and in the community. Sequence in the model refers to the order in which the proposed learnings and behaviors are to be developed. These are based upon chronological and mental age, expectations, interest levels, dominant interests and other fundamental factors previously discussed.

In essence, the special educator's task is to relate the persisting life needs to the expectant environment and at the particular readiness level of the individual retarded child. Group instruction can be facilitated through the use of center of interest units, but within the context of group instruction, individualized teaching is imperative if the recurring and persisting life functions of the retardate are to be successfully carried out. In the model, the persisting life function of learning to communicate ideas is shaded to illustrate this concept of a communications need being experienced at any chronological age (sequence) within the expectant environment (scope). Communication, either gesturally, verbally or in printed form, then becomes a persistent life situation, a recurring function required of the individual living in a democracy. It is a requirement which persists throughout the retarded individual's life. When this need is adequately met and resolved in concerted fashion, this achievement represents attainment of one of the major objectives of the curriculum and a desirable outcome of the special education program.

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[2] Courtesy of Cincinnati Schools.

FIGURE 1

THE PERSISTING LIFE SITUATIONS CURRICULUM DESIGN

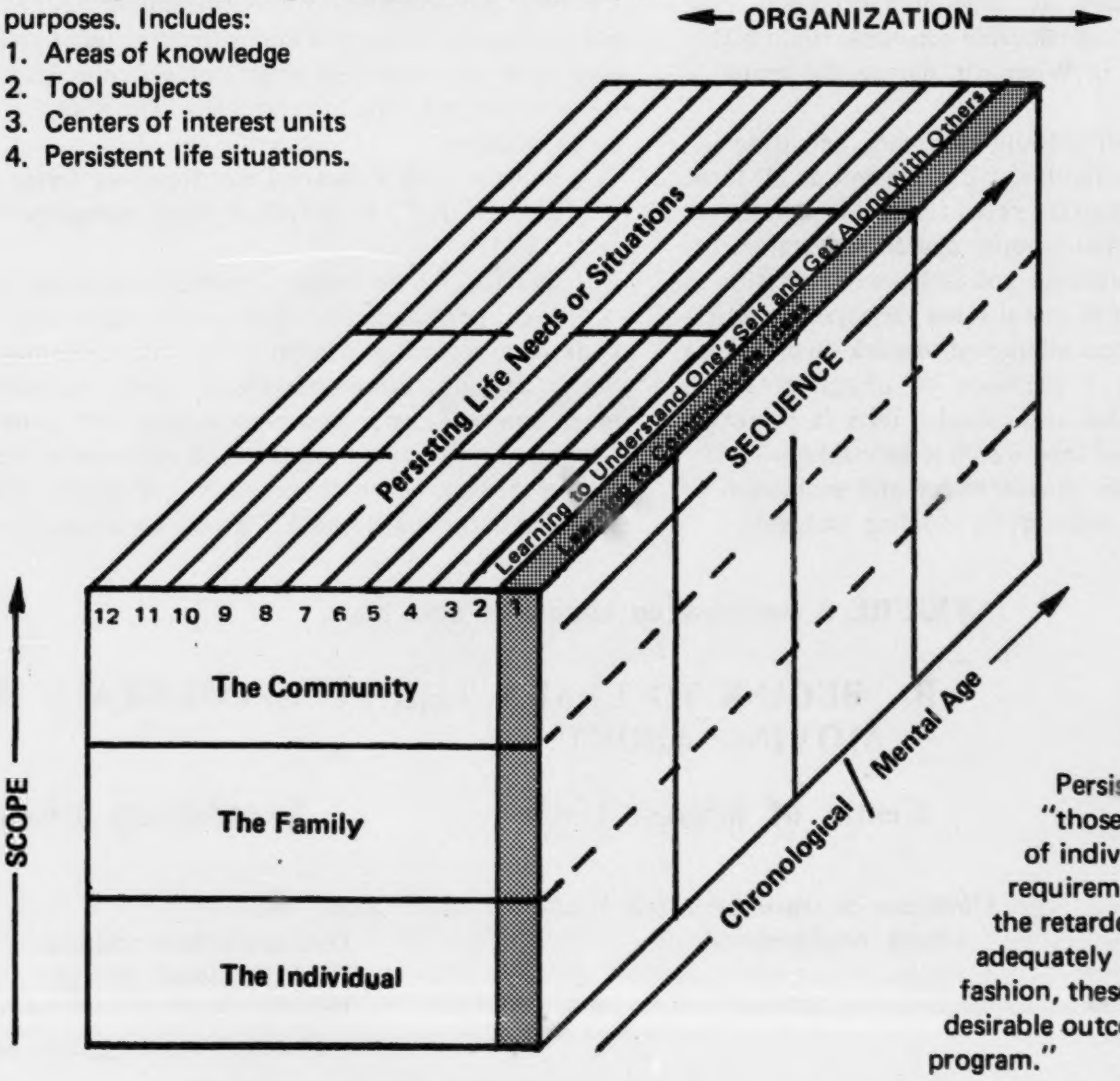
SCOPE—Refers to the selection of areas of knowledge, facts, skills and generalizations which should be encompassed by school experience in terms of the:

(1) Individual
(2) His role in the family
(3) And in the community

SEQUENCE—Refers to the order in which the proposed concepts, learnings, and experiences are to be developed. Based on C.A., M.A., maturity, interest level, needs, and societal demands.

ORGANIZATION—Refers to the format of the organization of knowledge, skills, and generalizations for instructional purposes. Includes:

1. Areas of knowledge
2. Tool subjects
3. Centers of interest units
4. Persistent life situations.


ORGANIZATION
Persisting Life Needs or Situations
Learning to Understand One's Self and Get Along with Others
Learning to Communicate Ideas
SEQUENCE
12 11 10 9 8 7 6 5 4 3 2 1
The Community
The Family
The Individual
SCOPE
Chronological / Mental Age

Persistent Life Situations are: "those recurring functions required of individuals living in a democracy, requirements which persist throughout the retarded individual's life. When adequately met and resolved in concerted fashion, these represent the objectives and desirable outcomes of our special education program."

The Curriculum Format

The format of this curriculum guide should facilitate each prescription for learning in a progressive sequence and has been organized in a manner consistent with the typical organization of special classes for the educable retarded in Wisconsin. The three major divisions selected as most generally appropriate include the **primary, intermediate** and **secondary level** programs. This format represents an intermediate choice between an administrative organization with only a single ungraded educable unit and a more professionally sophisticated urban school district with sub-groupings at each level, e.g., junior and senior high programs. The primary level covers the broad age range of 6 to 10 years, the intermediate 11 to 14 years and secondary 15 through 18 or graduation with some overlap reflecting varied administrative patterns in the state, No consideration is given to curricular content for the early or pre-school program, since services for the 4 to 6 year old educable retarded, while highly desirable, were non-existent in Wisconsin during the period of the project.

Study of the format will indicate that each persisting life function and each relevant sub-objective is treated at all three programming levels according to the needs and maturing interests of the groups. Minor aims and specific operational statements of expectancies, behaviors, attitudes and skills, while relating to the broad global objectives, will reveal some variations at differing program levels. Committees attempted to work on a systems approach basis, developing a sequence of objectives which stemmed from the more global and complex level (a persisting life function) to an operational level which is definable behaviorally. This approach facilitates measurement and evaluation of the behaviors of the learner and aids in avoiding ambiguity.

Accompanying Resource Guides

Preceding each persisting life function section is a face sheet specifying the sub-objectives and minor aims which relate back to the more global objectives. Below this listing of sub-objectives and minor aims the reader will note a reference of specific departmental resource guides, and in certain instances, to specific teaching units which relate to the major persisting life function. Figure 2 is the face sheet for the persisting life function of Learning Homemaking at the secondary level. It is reprinted here for ease of reference for the reader. As previously indicated, this is a unique feature of the Wisconsin project.

See Figure 2 on next page

The Center of Interest Units column in the actual format of this curriculum is limited to only suggestive topical units and themes to be developed by the teacher. The accompanying resource guides are actual expansions of these suggested teaching unit topics.

The following listing of resource guides, issued as a series of "We Do It This Way" publications, were conceived and developed as instructional materials enabling the teacher to implement the aims and objectives of this curriculum design. Teachers will note references to other Wisconsin curriculum publications which also have recommended units and activities related to one or more of the persisting life objectives. The "We Do It This Way" series includes:

Bulletin 21-B **Primary Level Resource Guide for the EMR**
Bulletin 21-C **Intermediate Level Resource Guide for the EMR**
Bulletin 21-D **Secondary Level Resource Guide for the EMR**

Each persisting life situation at each level is organized under the recurring sub-objectives into a format covering six major heading: **center of interest units, introductory discussions, language art, number concepts** and **related activities.** Suggested instructional content and activities in these columns is further broken down to relate to the minor aims which are specified in the first column. Figure 3 illustrates this format.

FIGURE 3 continues on bottom of next page.

P.L.S. #3
Primary

B. BEGINS TO LEARN THE FUNDAMENTALS OF MOVING ABOUT

Aims	Center of Interest Units	Introductory Discussions
(1) FOLLOWS SIMPLE DIRECTIONS AND UNDERSTANDS NEED FOR DIRECTIONS	Directions or traveling in school and the adjoining neighborhood	Trips Thru the school building Thru the school grounds Thru the neighborhood visiting other schools churches, stores, parks, etc.
(2) RECOGNIZES FAMILIAR LANDMARKS IN TRAVEL	Landmarks in school and in the neighborhood	What are the landmarks in the school and in the neighborhood?

Figure 2

LEARNING HOMEMAKING

P.L.S. #8 involves the essential habits, attitudes and skills necessary for the feeding, clothing, and housing of oneself and one's family.

Secondary

A. Understands the development of family relationships
   - (1) Reacts to the family as a unit
   - (2) Reacts to self-concept in the family

B. Understands the development of homemaking habits and skills
   - (1) Uses of clothing
   - (2) Uses of food
   - (3) Housekeeping processes
   - (4) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, **Arts and Crafts** for homecraft and seasonal ideas related to homemaking concepts. Also see Vol. II - **The Practical Arts**, for a fairly comprehensive coverage of homemaking skills at the junior and senior high levels. See pages 5-27, for suggested and illustrative units in the area of HOMEMAKING AND HOME MAINTENANCE. See pages 31-40, for a unit on BABY SITTING. See pages 41-45, for a unit on SEWING. And, see pages 47-58, for units in the area of GOOD GROOMING AND GOOD HEALTH.

See Bulletin 21-D, pages 40-51, for related units on LEARNING TO EARN A LIVING. Also see pages 52-67, for suggested and illustrative units on CONSUMER EDUCATION, WHAT IS A GOOD HOME? and HOMEMAKING AND FAMILY LIFE.

Language Arts

Discussion
  What is a landmark?
  What is a map and why are they used?
  Points of interest in community

Read
  Road signs
  Street signs

Recognize and Verbalize
  Road signs
  Street signs

Number Concepts

Ordinals: first, second

Counting streets, blocks, tickets

Time: hours of day and arrival and departure home, bus, school, classes, etc.

Terms of time: morning, afternoon, etc.

Terms of size: big, small, thin, fat, tall, short, etc.

Related Activities

Making of travel book with pictures of safety signs, maps, drawing of landmarks, time schedules, etc.

Build model of school and or community in sand box or with toy buildings and cars

Nursery rhymes or songs about traveling

Dramatizations of proper behavior while traveling

Since unit teaching receives considerable emphasis in this curriculum design and in the daily instructional program, it may be appropriate at this point to consider the relationship of unit teaching to the resource guides and to the overall curriculum design. The curriculum-builders, perceive this state curriculum guide as presenting a general, broad framework within which to organize the daily, weekly and monthly instructional program. As a frame of reference it allows for local flexibility and implementation permitting the incorporation of locally developed materials of instruction. These may take the form of locally developed resource guides which, in turn, may provide sub-topics or teaching units which may be selected by the instructor as appropriate in meeting the persisting life needs of the slow learner.

A **resource guide**, in this context, has been operationally defined by Hanna et al[3] as a collection of resources related to a broad topic and organized in a functional way for use by the classroom teacher. As an example, a Resource Guide on Travel may include a series of teaching units or sub-topics on such areas as: Travel in Our Neighborhood; in Our City; in Our State; The Bus; The Railroad Station, etc. Wisconsin's resource guides may be characterized as being broader and more inclusive in nature, i.e., they are referred to as Primary, Intermediate and Secondary Resource Guides **per se**.

Center of Interest Units

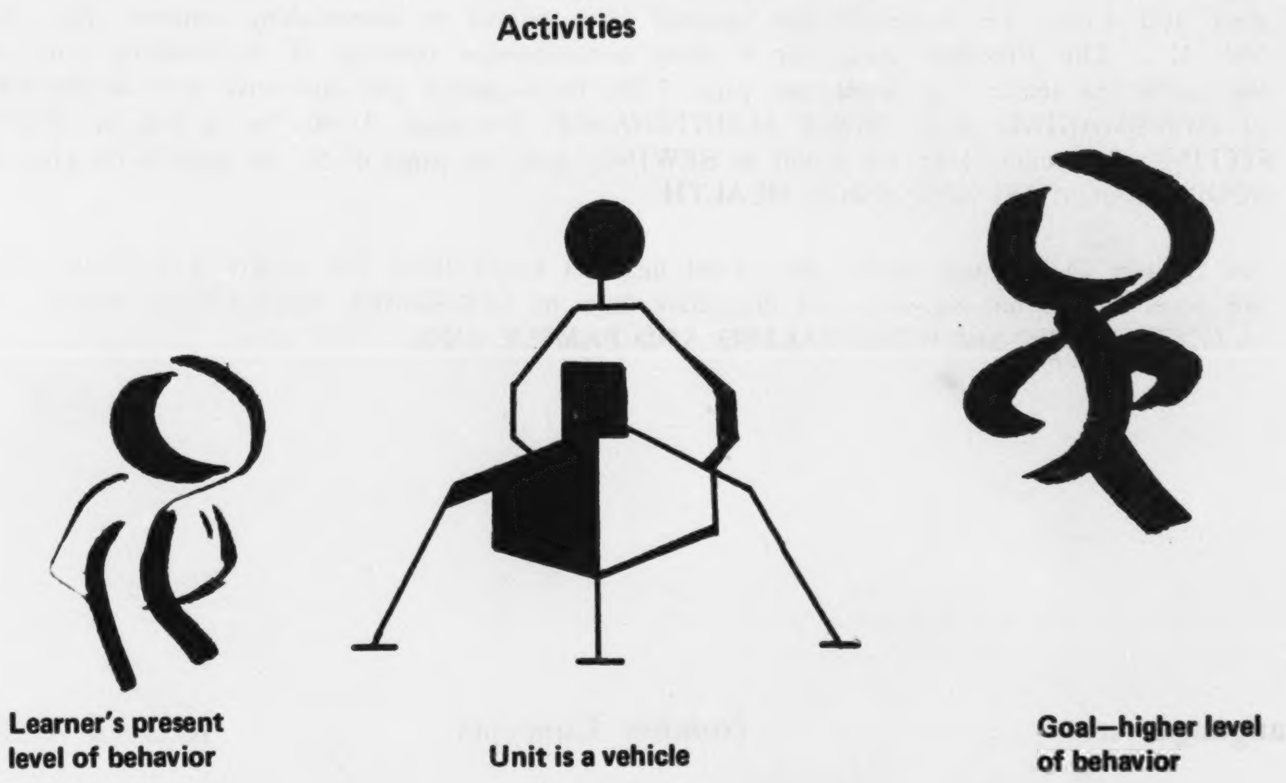
The **teaching unit**, Center of Interest Units on the other hand, has been defined by these authors as an organized subdivision which falls between the resource guide and the actual lesson in the classroom. The unit is seen as the vehicle which transports the pupil from a lower level to a higher level of functioning.

Figure 4 illustrates this concept of the center of interest unit.[4]

Figure 4

FIGURE 4

THE UNIT IS THE VEHICLE WHICH TRANSPORTS THE CHILD FROM A LOWER LEVEL TO A HIGHER LEVEL OF FUNCTIONING


Activities
Learner's present level of behavior
Unit is a vehicle
Goal—higher level of behavior

Wisconsin's resource guides departed from the traditional organization based on subject matter designation and were organized format-wise around the twelve persisting life functions. It should be recognized that arbitrarily placing a unit under a specific persistent life function creates an artificial dichotomy between objectives. Similarly this curriculum guide has been organized around each persisting life function. While this isolation of each major objective may be helpful in clarifying for the teacher the needs of the retarded in each life situation area, it tends to cloud the point that the retarded individual does not encounter each life situation as a separate and isolated entity. In real life the retarded student is daily confronted with recurring situations, problems and needs which require the successful performance of a number of life functions. The retarded individual must be able to draw upon the learnings, resources and appropriate behaviors from several persisting life functions. This concept needs to be kept in mind by special educators using the curriculum guide, planning units and implementing these units in the classroom. This is the point at which local inservice study and consideration of this curricular approach is essential. Since not all special

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[3] Hanna L., Potter, G., and Hagaman, N., *Unit Teaching in the Elementary School*, Rinehart Co., New York, 1958.

[4] Courtesy of Cincinnati Schools

educators in the state participated in this curriculum venture, leadership assistance and inservice help will be needed to effectively utilize this curriculum and the accompanying resource guides.

A Systems Approach to Unit Instruction

As an inservice theme, an in depth study of the circular constructs in Stratemeyer's text is highly recommended. Secondly, teachers will need assistance in planning, implementing and evaluating the effectiveness of units of instruction. Particular attention will need to be paid to the objectives she intends to incorporate in developing a unit. She needs to consciously be aware of and cover these several basic persisting life objectives within the instructional unit.

Several schemata may help to clarify this type of unit planning. A primary level teacher may be considering the introduction of a unit on **The House I Live In.** A first step in a systems approach to unit instruction would involve the assessment of her primary group's current understandings and behaviors as they relate to the topic. The needs of the primary level pupils would need to be observed and specified. A second step would entail the conscious selection of instructional objectives based on the assessment of current pupil understandings and behaviors. This might entail a specification of the anticipated general outcomes followed by a more detailed delineation of each learning and social behavior under each general outcome appropriate for the level of the group.

GENERAL OUTCOMES (Persisting Life Objectives)

DETAILED OUTCOMES (Sub-objectives)
C.A. 6 - 10 - Primary

1. Learning Homemaking
2. Learns to Understand the Environment
3. Learns to Live Safely
4. Learns to Communicate Ideas
5. Learns to Enjoy Beauty

1. Learning Homemaking
    - a. Helps at home
    - b. Knows names, functions of different rooms in home
    - c. Recognizes different types of homes in neighborhood
    - d. Etc.

These sub-objectives could be further delineated into very specific and readily definable operational objectives such as:

Learning Homemaking
- a. Helps at home
    - (1) Routinely disposes of garbage
    - (2) Routinely dries dishes
    - (3) Keeps his (her)room in order
    - (4) Etc.

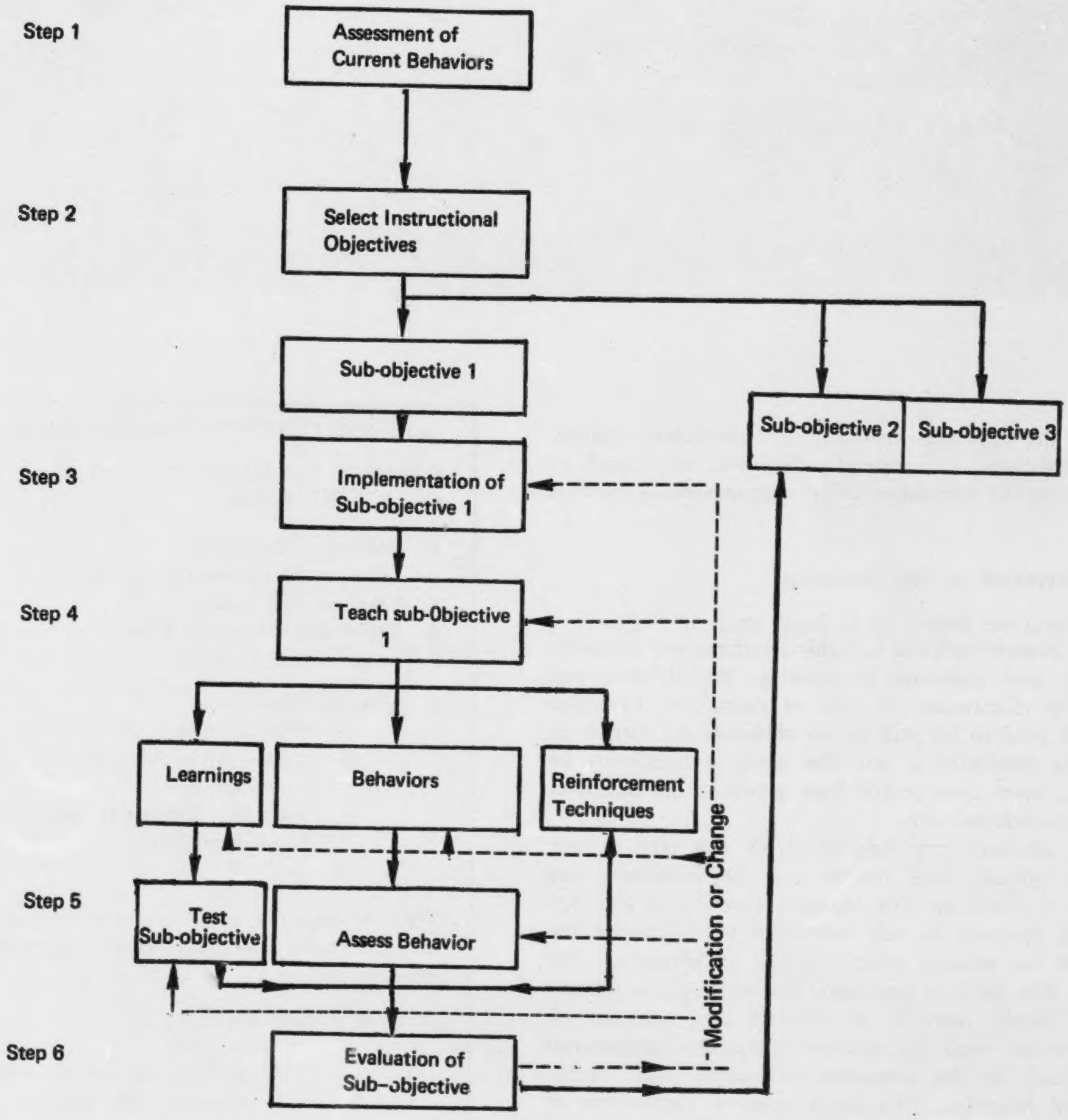
Actual teaching of the unit, The House I Live In, would follow with instructional emphasis being given to each of the specified sub-objectives. As indicated, the unit is construed as the teaching medium which moves the pupil's present level of learning and social behavior to the next level of desired behavior. Reinforcing techniques might be indicated, both in school and at home, to reward successive approximations towards the desired outcomes. Unit instruction involving multisensory and varied instructional techniques would be superior to a single channel approach. Group activities, discussion, role playing, use of audio-visual materials, field trips, etc. would be indicated in this instance.

One of the persisting life objectives to be treated in this unit at the primary level is **Learning Homemaking**. Reference to the primary face sheet for this persisting life function will reveal that Bulletin 21-B, **Primary Level Resource Guide for the EMR** contains a number of illustrative units concerned with the family and the home for teacher use. Some modifications will be necessary in order to localize this suggested instructional material.

Evaluation of the outcomes of the teaching process with provision for error analysis would complete this systems approach to unit instruction. Oral and/or written assessment of their understanding of the basic objectives, actual observation of their learned behaviors and interviews with the parents should enable the teacher to note desired changes in behavior. Error analysis of what seemed to fail to interest the pupils or of what new needs were identified should provide continuing feed back into the instructional system. Figure 5 depicts this systems approach to unit instruction.

A SYSTEMS APPROACH TO UNIT INSTRUCTION

FIGURE 5



Another example at the secondary level will serve to illustrate this systems approach and the coverage of a number of persisting life objectives in unit instruction[5] This secondary unit is concerned with **How to Get a Social Security Number.**

Background

A ninth grade class began its first occupational training experience for pay by working in the school cafeteria in a variety of jobs. Payday was approaching when it was discovered only a few pupils had carried through on obtaining social security cards.

Assessment of pupil needs:

1. Paychecks to be withheld.
2. Only one lunchroom worker had obtained a social security number.
3. Remainder of pupils had failed to follow thru with completing social security Form 5 which had previously been provided.
4. Those receiving welfare or social security benefits were reluctant to report income for cafeteria job—thus some explanation of social security benefits was needed.
5. Interest in part-time employment was high.
6. Three pupils had never traveled downtown via public transportation.

PERSISTING LIFE FUNCTIONS AND SUB-OBJECTIVES

HOW TO GET A SOCIAL SECURITY NUMBER

P.L.S. No. 1- COMMUNICATING IDEAS

- Functional Reading - read Social Security Form 5.
- Keeping personal records - use home and school records.
- Seeks help of authority - discover Social Security provides help with filling out Form S.S. 5.
- Uses travel aids effectively - discover how building directory is used
- Reads and writes for information - read bus time-table
- Improve skill in writing simple business letter
  - develop skill in writing and stating a question
  - develop skill in writing complete thought
  - improve word attack skills

P.L.S. No. 12 - RESPONSIBLE CITIZENSHIP

- Understand purpose of Social Security
- Develop responsible attitude toward contributing to own retirement insurance
- Realize need for care of Social Security card
- Realize need for changing name on records (marriage, adoption, etc.)
- Developing an appreciation for laws

P.L.S. No. 7 - EARNING A LIVING

- Realize getting a Social Security card is routine step in getting a job
- Realize this is a law
- Realize paycheck may be withheld until worker complies with getting Social Security card

P.L.S. No. 11 - MANAGING MONEY

- Realize employer contributes equal amount to Social Security fund
- Realize part of wages over $50.00 per quarter is deducted for Social Security insurance.
- Realize that take-home pay is less than number of hours worked x rate per hour

P.L.S. No. 6 - TRAVELING AND MOVING ABOUT

- Be able to go to Social Security office via public transportation
- Be able to locate new Federal Building
- Be able to use automatic elevator
- Be able to contact home if2lost

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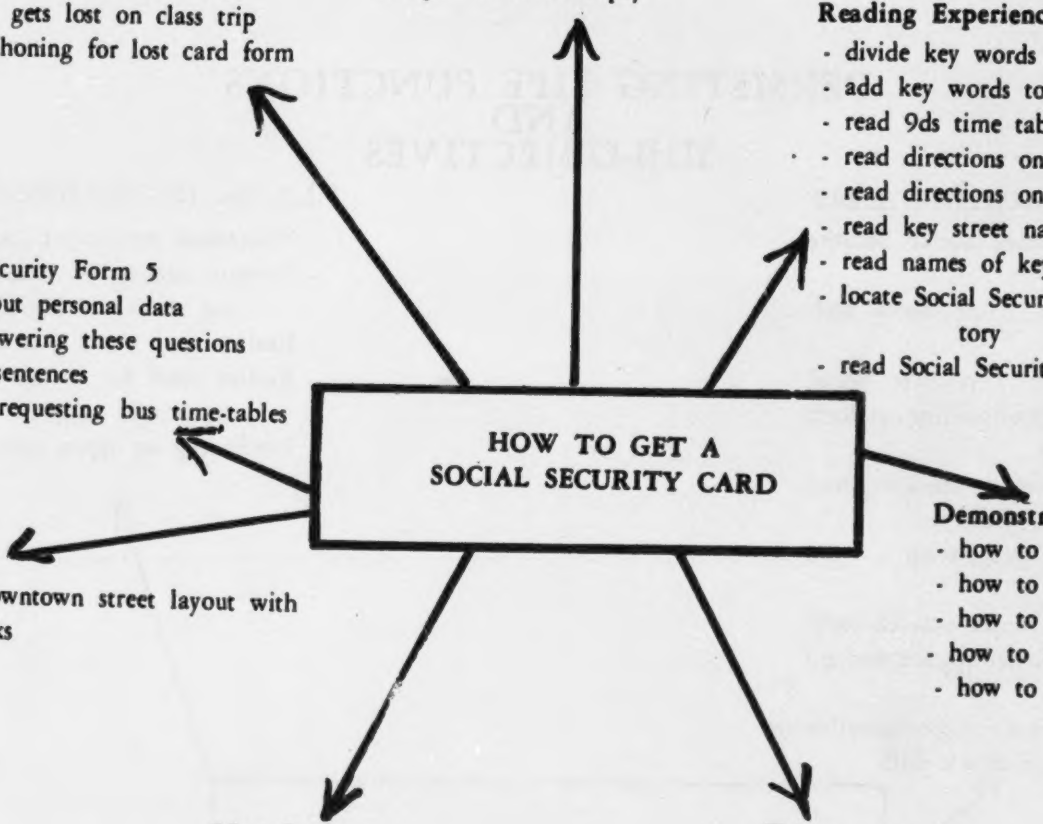
[5] Courtesy of Dr. Norman Niesen, Consultant to P.L. 88-164 Special Study Institute at Green Lake, Wisconsin, 1966 and Mrs. Ethel Martin, Teacher, Cincinnati Public Schools.

MULTI-SENSORY ACTIVITIES

Description of Program Content



Oral Expression

- discuss
  - "Sources of Information"
  - "Why paychecks are withheld"
  - "Care of a Social Security Card"
  - "What is Social Security?"
- dramatize:
  - Careful vs Careless handling of Social Security Card
  - Girl requesting name change
  - Death of father in family
  - Pupil gets lost on class trip
  - Telephoning for lost card form

Math Experiences:

- use tokyo paper to show meaning of 1%
- color squares to show deduction for each dollar earned
- use folded paper to divide 1 year into 12 months. Write names of months in blocks. Divide into quarters
- count number of weeks in a "quarter"
- compute quarterly income
- determine eligibility for Social Security tax
- compute take-home pay

Reading Experiences:

- divide key words into syllables
- add key words to picture dictionary
- read 9ds time table
- read directions on elevator
- read directions on public telephone
- read key street names
- read names of key buildings
- locate Social Security office on building directory
- read Social Security Form 5.

Written Expression:

- write for Social Security Form 5
- write questions about personal data
- write sentences answering these questions
- use key works in sentences
- write City Transit requesting bus time-tables

HOW TO GET A SOCIAL SECURITY CARD

Demonstrations:

- how to get a bus transfer
- how to use an automatic elevator
- how to use a bus schedule
- how to use a building kirectory
- how to use a public telephone

Art Expression

- make model of downtown street layout with landmarks

Map Study

- locate New Federal building
- trace bus route of trip
- locate East-West dividing street
- determine direction of travel

Trips:

- visit the Social Security office

Evaluation:

1. Each pupil completed correctly Form S.S. 5.
2. Each pupil reported receipt of Social Security number.
3. Each travel group reported on experiences on automatic elevator and bus trip home.
4. Follow-ups:
   a. more use of personal data by pupils
   b. more experiences using public transportation
   c. more experiences reading bus time-tables
   d. more experiences with writing letters of request
   e. more experiences using city map
   f. simple tests on "Some Facts About Social Security" and "My Traveling Score."
5. Next unit planned: "What Kinds of Work May I Do?"

One of the persisting life objectives considered in this unit at the secondary level is **Learning to Travel and Move About**. Reference to the secondary face sheet for this persisting life function will reveal that Bulletin 21-D, **Secondary Level Resource Guide for the EMR** contains a number of illustrative units concerned with learning to travel and move about in the city. Since a sub-objective of this unit aims to enable retarded pupils to visit the Social Security offices via public transportation, the unit on **Reading Road Maps in our City** might be useful in this situation.

Providing Balance in the Instructional Program

The content of the curriculum guide that follows represents the consensus and expertise of experienced special educators in the field. Many of their suggestions and activities have undergone the test of time and experience. There was no intent to provide a day-by-day, step-by-step, course of study that could be applied without variance in all special education programs throughout the state. The content materials can be used most effectively if the current status and needs of the pupils are assessed and related to the recommended activities. It is important to remember, too, that focus on a persisting life situations approach during the school day does not preclude attention being given to balance in the curriculum in terms of provision for formalized periods of instruction. Reference here is to provision for specified periods of more formalized instruction in the basic tool subjects and in the correlated non-core areas of art, music and physical education.

Clinical Teaching in the Curriculum Design

The current stress on clinical or prescriptive teaching in no way contraindicates the employment of the persisting life needs curriculum design in the education of the educable mentally retarded. Rather, the very nature and flexibility of this curriculum model compliments and facilitates the concept of clinical teaching.

In outlining a systems approach to unit teaching, stress was laid on the need to assess the group's and individual's current understandings and behaviors as they relate to the unit topic. Transforming this concept to a systematic language development program would suggest the need to assess the pupil's current level of psycholinguistic development and then establish a set of instructional objectives based upon the profile of relative linguistic strengths and disabilities. Certainly this approach to individualized language instruction relates very closely to the persisting life function of **Learning to Communicate Ideas.** The ability to communicate ideas is only one of the persisting life needs within this context. **Learning to Travel and Move About** and **Learning to Earn a Living,** to mention but a few, would entail situations, problems and experiences that draw upon learnings in the area of communication. So, rather than negating the notion of prescriptive or clinical teaching, this curricular model encompasses and facilitates individualized instruction.

To illustrate the feasibility of incorporating the concepts of assessment, error analysis, prescriptive teaching and program evaluation, the reader is referred to Appendix A for a concrete example of teaching activities related to the persisting life need of **communicating ideas.** This section summarizes a doctoral dissertation concerned with the remediation of a specific psycholinguistic deficit in elementary level educable retarded children. The reader is referred to the primary source for a more complete and detailed description of the research design and the statistical treatment of the data. This short summary should serve to reinforce the belief in the potential of the persisting life needs curriculum design to incorporate the elements of clinical teaching within its frame of reference.

Summary

Teachers, coordinators and supervisors of special education are encouraged to study the theory underlying this curriculum guide and then to utilize the publication in developing local courses of study appropriate to their area. Since the guide provides general rathern than highly specific suggestions, each teacher has a fairly wide latitude in interpreting and implementing the recommendations. If school districts have multiple level classes, it is suggested that study committees be formed to designate those portions of the scope and sequence to be treated at the various levels. It is anticipated that state consultant assistance will be sought in establishing local curriculum study committees to improve and make modifications on this initial curriculum draft. Plans are being formulated at the state level to utilize the growing network of Associate Instructional Material Centers to provide consultative and media assistance in the expansion and refinement of these curricular materials. Development of additional teaching units will be encouraged in order to complement the existing resource guide materials. Reactions and responses from the field are encouraged in order that subsequent revisions of this curriculum guide will have the benefit of those piloting this new thrust in the education of the retarded in the seventies.

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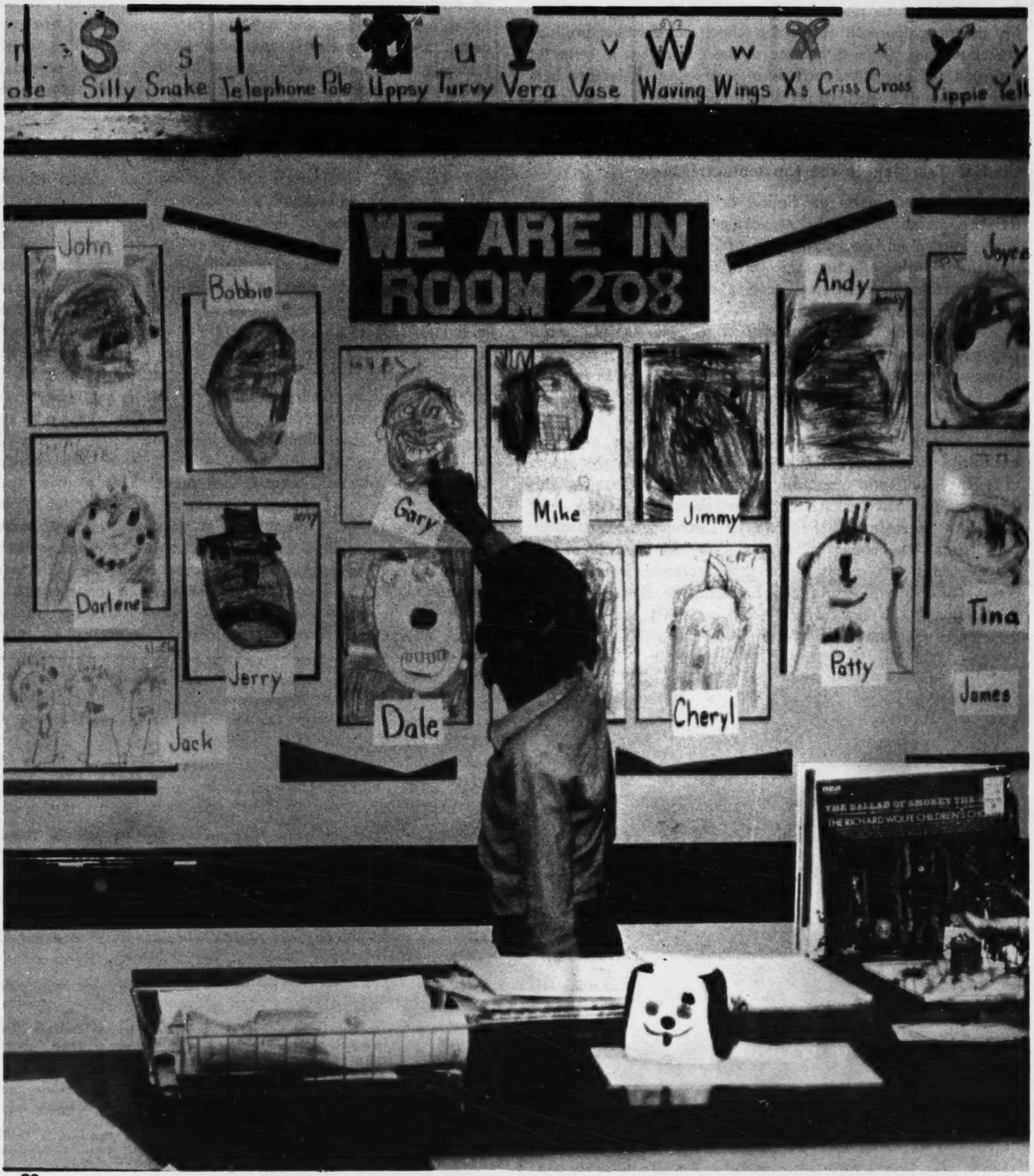
Silly Snake
Telephone Pole
Uppsy Turvy
Vera Vase
Waving Wings
X's Criss Cross
WE ARE IN ROOM 208
John
Bobbie
Gary
Mike
Jimmy
Andy
Joyce
Darlene
Jerry
Dale
Cheryl
Patty
Tina
James
Jack
THE BALLAD OF SMOKEY THE
THE RICHARD WOLFE CHILDREN'S CH

A Learning Approach to Behavior Development

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It is not infrequently heard, even within special education circles, that the mentally retarded cannot develop concepts, do not generalize, do not learn incidentally, cannot deal with abstract materials, have difficulty retaining what has been acquired and are generally slow learners in the acquisition of any new behaviors. None of these statements is in fact supported by reliable experimental data. There is no suitable evidence that such a general and unitary deficiency exists. Retardates do develop concepts, they do generalize from one learning setting to other settings, they do learn materials incidentally, they do deal in abstractions and, while it is true that they do learn less rapidly than the non-retarded in many areas, they are not slow learners or poor retainers in every area of endeavor. In fact some research studies suggest that some mildly retarded children and adolescents under certain reinforcing conditions learn and retain at a rate comparable to that of their normal peers. Generally it is noted that associations once learned are fairly durable. It can be concluded that it has not been demonstrated that the retarded have a set of learning characteristics which is peculiarly descriptive of them or which separates or distinguishes them from contrast groups of nonretarded children and adolescents. For this reason, as an alternative to following the practice of the typical curriculum guide in describing the learning deficiencies of the retarded and how he differs from the non-retarded, the present chapter will focus on the more pertinent question of "what can be done to facilitate most optimal learning by the school age mildly retarded" or "under what circumstances does the retardate perform best?" This type of question takes the teacher away from the theoretical and esoteric and into the realm of the practical. Translated into classroom procedures, the general question becomes more specifically:

- What can the school environment, including the teacher, do to facilitate the efficient and effective development of new behaviors* by the mentally retarded student?
- How are these behaviors strengthened to the point that these become a functional and natural part of the retardate's general behavior repertoire?
- How can behaviors which are present but undesirable be weakened and eliminated?
- Finally, how can the environment evoke or control appropriate behaviors in a reliable fashion?

Such an orientation avoids self-defeating concern with what the retardate cannot do and focuses on what can be done in a program designed to optimize learning. The focus then is on **how** the retardate can learn. The major concern is on the technology of facilitating learning and on designing an appropriate environmental setting in which learning will progress in an orderly manner. Attention will be given to the content of what is learned only in those instances where content influences or interacts with the **how** variables. Obviously the following curriculum chapters are concerned with the content of the learning endeavor.

Emphasis in a successful educational program for the educable mentally retarded must be a positive one. The major behavior control procedure must be based on positive reinforcement and not on such aversive techniques as threat, coercion and punishment. To insure a positive orientation, a workable motivational system must be viewed as an essential aspect of the program which seeks to strengthen academic and appropriate social behaviors. Additionally the development of prerequisite academic behaviors (**study skills**) must be viewed as a basic and essential program goal. This involves the strengthening of such desirable behaviors as sitting quietly, paying attention to instruction, beginning to work without undue delay, working productively for sustained periods and initiating a new task upon completion of a previous one.

As these behavior patterns are being developed, the program must also be designed to weaken and eliminate such disruptive behaviors as talking loudly, negativism, fighting, teasing, excessive motor activity and day-dreaming because these compete with appropriate study skills. These behaviors typically decrease in strength as the child experiences success in the school program. This is illustrated by a recent experience with a 16 year old mildly retarded adolescent who attended a school-work training program. He frequently complained of not feeling well or not being able to work. This verbal behavior routinely resulted in his being able to take a break or to go to the office to "lie down for a while." When placed in a workshop this verbal behavior was not attended to by the teacher and continued work behavior was systematically reinforced with the result that such verbal complaints were extinguished within a short period of time. Even though the adolescent reported initially that "I can't work," work behavior was reinforced and it continued to occur. In this instance the verbal report "I can't work" was not a reliable predictor of the subsequent work behavior.

It should be noted that the adolescent quickly formed a discriminated response. While extinguished in the workshop, the complaining behavior continued in his social adjustment class. However, the behavior reduced in frequency in this class as it was ignored and desired behavior was reinforced. This complaining behavior apparently was being maintained and encouraged by an environment which negatively reinforced the behavior—that is, such behavior removed the adolescent from an environment which apparently was not only nonrewarding but rather even aversive to him. It was interesting to note that after being reinforced for work behavior for a few sessions, this adolescent not only refrained from complaining but instead reported that he like to work.

It appears that the positive or negative content of such verbal statements are quite related to, or even controlled by, the reinforcement which is associated with the activity. Initially, the work behavior had not been reinforced and the verbal content was negative. Following reinforcement becoming associated with the work behavior, not only did the strength of this behavior increase but further, accompanying verbal statements were of a positive nature. It seems safe to conclude that both content of verbal behavior and the work behavior were both controlled by the nature and magnitude of the subsequent reinforcing events.

If the retardate is not succeeding in the school program, one must look at the environment for the reasons underlying this lack of success and should under no circumstances assume it is the child's fault he is not learning. Placing the responsibility for inadequate behavior development on the retarded child assumes he does what he **wants** to or is in the **mood** for and controls his behavior at will. A positive environmental approach to education of the mentally retarded rejects this unacceptable position. If the child is not succeeding, then the program is at fault: the materials are too difficult, the behavior required is too complex for his present level of development, the environment is structured in a manner which does not facilitate performance or else the consequences of behavior are ineffectual for this child. This positive approach, while not an easy one to assume, is one that will result in the best satisfactory development of the retarded.

Evaluation

Evaluation is the first step in structuring the learning environment for the child. The emphasis in evaluation is on what the child can do and not on his deficits or limitations.* Focusing on a child's deficiencies or limitations does not benefit anyone. It merely reveals what the child cannot do. A program cannot be built on what a child cannot do, but rather must start from what the child can do. A positive teaching approach requires that we know about what the child can do in a variety of behavior areas. The child's behavioral limitations should be translated into present behavioral characteristics. As an example of the deficiency orientation, it might be said that a child has a short attention span, shows little persistence or does not respond to visual stimulation for extended periods of time. The positive approach, instead of emphasizing what the child cannot do, would merely describe the child in terms of his present behavioral characteristics. In illustration, this child, under certain circumstances will engage in certain behavior; this child will attend to and interact with the instructional environment for up to five minutes at a time; this child responds better to auditory stimulation than to visual stimulation in the typical teacher-student relationship. Knowing these and having knowledge or hypotheses about how learning is best promoted, the teacher is then in an optimal position to devise a program which will result in systematic growth and development.

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*The term behavior is used in this paper to refer to the development and retention of any new response pattern, including traditional academic ones such as word recognition, speed or reading and concept formation as well as behaviors such as social graces, friendliness and self-confidence.

*Terms such as deficit, deficiency and disability are all vicious concepts. These emphasize the negative components of a child's developmental level and in a real sense are derogatory and dangerous as we are prone to use these to explain the limited behavioral development instead of searching for environmental deficits which may be impending learning. A positive approach would merely describe the behavior as it exists and seek to design a program which would facilitate further development. A pertinent question in this respect appears to be, "What is gained by adding another label to the child who is having difficulty enough?" The descriptive term that children differ appears to be sufficient.

Although not conclusive, the following types of data are valuable in providing direction to specific program planning and in selecting the particular teaching techniques deemed the most likely to succeed with the retarded student.

INTELLIGENCE TEST DATA

Such data as mental age, intelligence quotient and the like provide some general global information which suggests guidelines as to the present level of general learning skills and to the general rate of academic development which could be expected. It should be emphasized, however, that this is a relatively gross measure as specific skills vary widely within groups of EMR's with comparable MA's or IQ's. Expected grade level cannot be predicted perfectly on the basis of the mental age of the retarded child because the relationship between level of academic skill development and mental age is not great enough for individual prediction. Although it is generally assumed that a child with a mental age of 6 to 6½ should be able to develop reading skills, many retardates in this mental age range have not acquired some of the basic preacademic skills involving such areas as visual and auditory discriminations, visual-motor coordination and vocabulary knowledge. More specific information evidently is required for individualized program development.

ACHIEVEMENT AND DIAGNOSTIC TESTS

These tests provide more specific types of data concerning skill development or level of functioning within specific areas. General achievement tests provide knowledge of a level of functioning which can form the basis for selecting curriculum materials to which the child should respond in a successful manner. Other tests which provide information about more specific functional skills, e.g., Illinois Test of Psycholinguistic Abilities, Frostig's Developmental Test of Visual Perception, can provide information to guide specific developmental and remedial activities. There is some suggestive evidence that specific language and perceptual skill areas are "educable" and remediable.

OBSERVATIONAL DATA

A great deal of valuable information is obtainable only through observation of the child in various structured and unstructured and in work and play settings. Examples of pertinent questions include "How long does he attend, study or engage in difficult problem solving activities?" "How well does he attend to verbal or other auditory stimulation in contrast with visually presented instruction?" "How much individual attention is required for productive work or persistence in the face of difficulty?" "How frequently does he make disruptive comments?" "What are the consequences of his undesirable behavior?" These observations should be as objective as possible. By noting that a child is able to work productively only for 5-10 minutes at a time, engages in disruptive behaviors an average of 10 times daily and does not reduce this frequency when such behavior is followed by verbal reprimand, the teacher has (1) obtained a baseline in terms of which future progress can be compared and (2) identified a behavior change procedure (i.e., reprimand) that is ineffectual. Again the objective of this evaluation procedure is to obtain data concerning the work and study skills so that a program can be provided that will be complementary to these skills.

REINFORCING CONSEQUENCES

One of the most basic principles of learning is that behavior which is followed by a desirable consequence will increase in strength. Recognition of the crucial role which this law of reinforcement assumes in the learning of the retarded suggests a consideration of those environmental events which are reinforcing. The evaluation should identify a range of stimulus events which will influence the learning of the retarded. This frequently is a difficult undertaking because the range of individual differences among the retarded is great.

PROGRAM OBJECTIVES

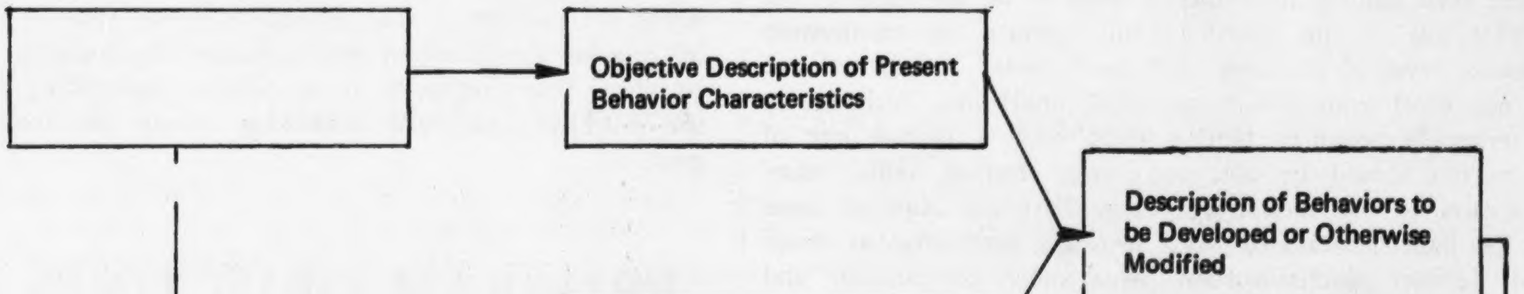
The evaluation data form the basis for the specification of reasonable program goals for the retarded student. Such goal setting should be developed in every area of behavior development and should be stated in small units of time and related specifically to the program that is presented day by day to the student. Such goal setting is an end result of an integrated process based on a variety of factors, including intelligence test data, history of rate of behavior change in similar areas, type of materials, nature of instructional program, level of skill development at initiation of program and the nature and manner of reinforcement procedures.

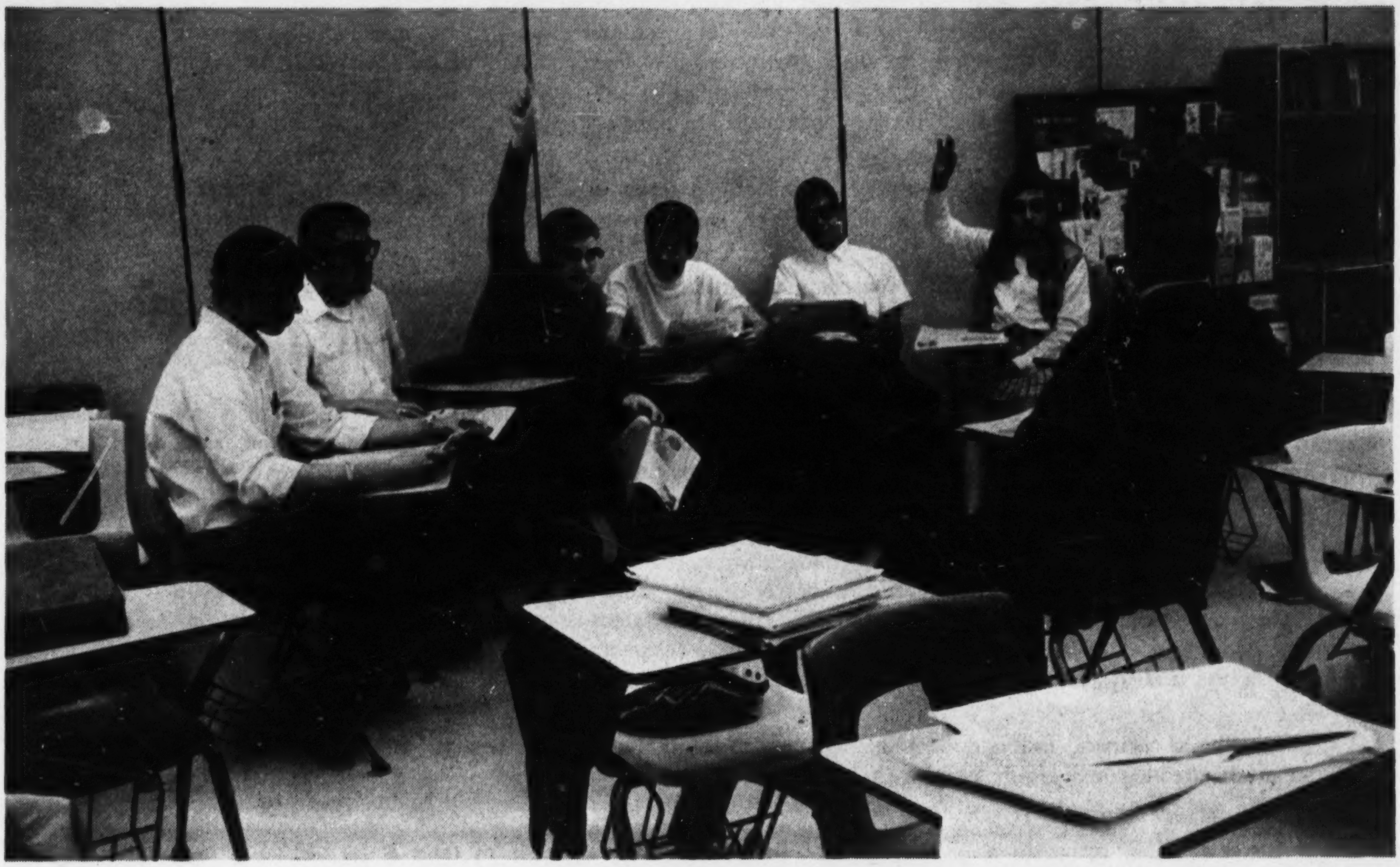
INSTRUCTIONAL PROGRAM: CONTENT AND METHODOLOGY

The set of experiences provided the retarded student throughout the day, week and semester must be designed to meet the persisting life behavioral goals which have been set. This requires that the daily instructional program, whether in the area of teaching the child word recognition or of facilitating appropriate peer interaction, be so organized and presented that each experience adds to the development of the child. If every experience in the program does not contribute to the growth and development of the child then the legitimacy of these as meaningful elements of the program must be questioned. This requirement places a strenuous responsibility on the teacher as she must continually evaluate the effectiveness of her content and teaching methodology in promoting the program goals. The program experiences must not only be intimately related to the program goals and persisting life objectives but also must not be too easy or too difficult to impede continuous growth. In either case, appropriate progression toward the program goals is not evident. Just as much damage can be done to the child when the program is too easy as when the program is too difficult.

To summarize the program development process, the teacher initially identifies the behaviors (e.g., reading 25 basic words, counting by two's up to 20, attending to instructions which are presented verbally, decreasing by 15 per cent the number of disagreements which John has with his peers during the recess period) to be strengthened, eliminated or otherwise altered and states these educational goals in behavioral terms: What environmental events are to be utilized (e.g., specific materials, individual study booth, verbal and visual instructions, use of the classroom aide, prompting by passing the child's desk every five minutes) in order to develop new behavior, to strengthen present behavior and to insure the continuation of present behaviors under new environmental conditions? What program will be followed in decreasing or diminating the occurrence of undesirable behaviors under certain situations (e.g., horseplay while working) or under all conditions (e.g., apathy)? If satisfactory improvement is not realized, the teacher is in a position to identify the source of difficulty (e.g., content, method of introduction, behavior requirements, or reinforcements events and procedures used) and to initiate immediate and specific change in the program. This process is illustrated in Figure 6

Figure 6
A SYSTEMATIC APPROACH TO DEVELOPMENT OF CLASSROOM PROGRAM FOR THE RETARDED


Objective Description of Present Behavior Characteristics
Description of Behaviors to be Developed or Otherwise Modified
(This is what he should learn.)
Specification of Instructional Program Objectives
(What do we wish him to do?
Description of Program Methodology
Objective Evaluation of Program Effects
(This is what will be presented to the child.)
(This is how the program will be presented.)
(Is the child learning satisfactorily?)
Modification of Program Content and/or Methodology



Circumstances Which Facilitate Learning

The role of the special education teacher is to provide a total program which will maximize the learning and performance of her students. Although the program must be highly individualized for optimal results, a number of guides are available to assist her in her general program development endeavors. The following represent some of these.

1. The instructional materials should be selected to complement the learning characteristics of the retarded students. The content and pace of reading materials developed for instructional use with the nonretarded child, for example, changes too rapidly for effective use with the retarded child. There is not sufficient repetition of a word in such materials for the mildly retarded child to effectively acquire and retain the word.

2. Many retarded children present uneven skill development across behavioral areas and require highly individualized instruction in these specific areas of limited development. This characteristic places further demands (1) on the instructional materials selected as most materials assume even development across a number of cognitive, perceptual and motivational areas and (2) on the teaching procedures used as the retarded child usually experiences unusual difficulty of learning in these areas.

3. Effective learning is facilitated when new concepts and skills are developed through a gradual and systematic progression from what is known. Concrete materials and related experiences involving doing should be used whenever possible in fostering the development of concepts.

4. Use of materials and methods of presentation which utilize multiple sense modalities facilitates learning and performance.

5. Generalization or transfer is facilitated by a set of systematic transitional experiences. The teacher should not assume that generalization or transfer from one situation to another will occur - she must program for it. Concepts presented in recurring spiral-like fashion in varied meaningful contexts are more readily generalized than those presented in isolation.

6. Although repetition in itself does not insure learning and effective retention, repetition that results in reinforcement does strengthen behavior. This repetition to the point of overlearning should not be restricted to the initial learning experience. Once a behavior is in the student's repertoire, use should be made of this new behavior in a variety of experiences and settings. This improves both retention and transfer.

7. Learning and retention are facilitated when the materials involved are familiar and meaningful, e.g., when the associations to be formed are between familiar events. Familiar events should be used especially in teaching new concepts. Learning is facilitated whenever the retardate is able to apply distinctive verbal mediators to distinguish materials to be learned. When new materials are presented, the students should be prompted to apply verbal mediators to these materials.

8. Although the retarded do learn incidentally, best learning occurs in a systematic program. Learning should not be left to chance or to fortune. Learning is insured through a well-sequenced interesting program of experience.

9. The program should be so designed that continuous success is attained. Most retardates have experienced an excessive amount of failure and have received little systematic reinforcement for attentive and persistent work behavior. The retarded can learn. If they are not successful, the program is ill designed, i.e., requiring too much of the student at the time of failure.

10. A history of failure (i.e., nonreinforcement for problem solving attempts; aversive consequences for failure to reach the behavior goal set by an unperceptive environment) has resulted in development of numerous behavioral characteristics which interfere with effective academic, social and affective learning. Low frustration tolerance, excessive emotional outbursts, limited self-confidence and self control, hesitancy to become involved in new or competitive experiences, refusal to continue problem-solving effort in the face of difficulty and the like all have evolved out of a poor learning environment which either has failed to match behavior requirements to present behavioral characteristics or to present reinforcing consequences for appropriate behavior. These inappropriate behavioral characteristics are not inherent components of "mental retardation," but rather consequences of a retarded, insensitive and blindly-demanding environment. An environment which minimizes failure and systematically reinforces self-adequacy and self-control will greatly enhance active learning.

11. Distributed practice facilitates learning and retention. If instructional sessions are too long and require too much attention and effort, learning is inefficient.

12. Frequent review facilitates long-term retention.

13. Better learning occurs in a given period of time if a smaller number of tasks is learned to a high level of acquisition than if too many different tasks are presented, especially if the tasks are highly similar. Too many new things should not be presented at one time.

14. Memory can be facilitated if each lesson contains material which is highly dissimilar to that which precedes or follows it in the daily class schedule. Rest periods should also be provided between lessons. If materials are similar, overlearning would facilitate retention. The most important materials should be presented at the beginning or at the end, as these are materials most likely to be remembered.

15. Discrimination learning is facilitated by increasing the distinctiveness of the stimuli involved. This can be done by presenting multi-dimensional cues, by increasing the disparity between the stimuli and by teaching labels for the stimuli in pretraining sessions.

16. The program in every area of learning should proceed in small steps from the known to the unknown. Progress in academic subjects is best achieved by systematically presenting materials which gradually require more complex behaviors.

17. In various types of learning it is best to move from easy materials to difficult materials. Developing a set to succeed or a warm-up affect provides more impetus to task involvement and persistence when the problems become difficult.

18. Speed of performance (reading, writing, etc.) should not be stressed until accuracy has been attained.

19. Speech and the environmental events, objects or situations which the verbal symbols represent should be correlated in experience. For example, a verbal description of an experience should by followed by actual involvement in which the student uses the verbal behavior to describe the experience.

20. If a given task is not learned, the program should break this task into smaller, specific components and then teach these smaller segments in sequence. After acquiring skill in one, the next is then learned. All are interrelated with one serving as a building block for the next.

21. Learning is facilitated by arranging the instructional environment so that the retardate responds to and interacts with the materials presented. Attention and persistent productive work can be enhanced by presenting redundant or excessive cues for appropriate behavior, by presenting novel cues, by reducing response alternatives and by providing highly desirable reinforcing events following the behavior to be learned.

22. Behavior which is reinforced will increase in strength (frequency of occurrence). This behavior principle requires that the program (1) does have reinforcing events available which will in fact influence a given student and (2) is organized in such a manner that the reinforcement is available following desired behavior. It should be noted that what is reinforcing to one pupil may not be reinforcing to another. Although social reinforcement in the form of praise, approval or attention is effective with some retarded children, these events show quick satiation effects or are rather unreliable reinforcing events for others, especially with those who

display highly disruptive and antisocial behavior patterns. Additionally the reinforcing effectiveness of a given event (e.g., smile, grade, attention, trinket, token, privilege, peer interaction) may vary considerably from time to time. Further, the reinforcing effectiveness of certain events can be influenced by conditions of deprivation and satiation. Learning will be facilitated best in that environment which has a wide range of reinforcing consequences. Those programs which depend solely on teacher approval and grades will have considerable difficulty in influencing the entire class in a positive manner. It is frequently noted that the retarded have "low motivation," "limited interest" or a "poor attitude" toward learning. These behavioral characteristics are best dealt with by providing a varied program based on positive reinforcement.

23. Most effective learning occurs when reinforcement is provided immediately following the performance. If there is a delay between behavior and reinforcement, other irrelevant behaviors are likely to occur and be reinforced. Programmed instructional materials and the use of teacher aides to provide immediate reinforcement are particularly relevant within this context.

24. The program must carefully avoid the reinforcement of inappropriate behaviors. In a recently observed mildly retarded child, high strength disruptive behaviors (e.g., talking out of turn, laughing at inappropriate times, poking peers, getting out of chair) were reinforced by the child being sent out of the classroom and required to sit in the hall. The class, concerned with teaching quantitative concepts, was rather aversive to the boy. His being dismissed from the class removed him from the unpleasant task of working arithmetic problems, being reprimanded by the teacher for poor performance and the like. Further, social reinforcement, such as attention, is a powerful reinforcer for some retardates. A teacher who attends to a range of inappropriate and disruptive behaviors may inadvertently strenghten these behaviors. The teacher can structure her attention in such a manner that it only follows appropriate behavior. Under such conditions, desired responses are strengthened which compete with inadequate ones.

25. Behavior which is being learned can be strengthened best if reinforced on every occasion of its appearance. As learning progresses, reinforcement should be provided less and less frequently and on a varied schedule. This intermittent reinforcement procedure increases the likelihood that the behavior will be maintained for longer periods of time when the environment does not provide reinforcement.

26. In teaching new behaviors (e.g., academic, social or motor), the program should be highly distinctive and consistent during the early stages of learning. The student should know what behaviors are required and should be provided distinctive discriminative cues for these behaviors. These cues will come to control the desired behaviors if reinforcement systematically follows the behavior.

27. Development of discriminative responses should precede presentation of more complex constructed responses. Prior to requiring the child to write or to recognize a written word, for example, the child initially is providing experience in visually discriminating that word from other similar ones.

28. Approximations of the final behavior to be learned should be reinforced initially. As these occur with some frequency, behaviors which closer resemble the final target behaviors are next required prior to reinforcement. Such a procedure of rewarding successive approximations of the desired behavior requires considerable skill and patience on the part of the teacher.

29. The teacher should recognize that some behaviors are developed as these remove the student from a source of aversive or unpleasant stimulation. The retardate, for example, may learn to engage in disruptive behaviors or to complain of physical ailments as these remove him from program requirements. If these behaviors are present it must be assumed that the program is unpleasant and is not providing sufficient success experiences (i.e., reinforcement).

30. As stated, the program should provide opportunities for the retardate to use newly acquired behaviors in new situations and in increasingly difficult situations. Unless behaviors are used and reinforced these will be lost.

31. Behavior which has a low likelihood of occurence (e.g., finishing an arithmetic assignment, working without disruption, seeking permission prior to leaving work area) can be strengthened by following the occurrence of these behaviors with an activity that the child enjoys or prefers. Any teacher can make use of this principle as every child has some activities which he prefers over others.

CONCLUSION

Continuous positive behavior development in the EMR can be insured by a well organized program which systematically adds to current behavior characteristics. A positive educational approach provides meaningful and consistent reinforcement for learning and performance. The teacher is challenged to believe not only in the inherent worth and integrity of the mentally retarded, but also to instill an enthusiasm for learning and living by providing a systematic positive environment which constantly encourages involvement and expression,

communicatio

Learning To Communicate Ideas

P.L.S. #1 involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing and arithmetic (3 R's).

Primary

A. Begins to become usefully acquainted with the receptive means of communicating
    (1) Listening with comprehension and discrimination
    (2) Observing with comprehension and discrimination
B. Begins to become usefully acquanited with the expressive forms of communicating
    (1) Using comprehension and organized speech
    (2) Using legible and organized written material

For specific skill subject areas and teaching units related to this most relevant major objective, Learning to Communicate Ideas, see any of the resource and curriculum guides published by the Division for Handicapped Children's Services. Communication between individuals and groups may take the form of the written page, verbal interaction, gesture, or any combination thereof. Each resource guide of the "We Do It This Way" series, for example, lists the tool and skill subject areas and page numbers at the beginning of each persisting life situation.

P.L.S. #1

PRIMARY

A. Begins to Become Usefully Acquainted with the Receptive Means of Communication

Aims	Center of Interest Units	Introductory Discussions
(1) LISTENING WITH COMPREHENSION AND DISCRIMINATION	Aesthetic Enjoyment: listening to the moods of music, happy or sad, for other sounds	Music box and novel musical instruments, brought by children
	Radio Programs "Music Time". 1-3 "Let's Sing". 2-3 "Rhythm Games" K-4	Records with stories, for reading and illustrations ex. Bozo, the Clown, The Lost Flute
	Activities: stimulation discrimination reconfiguration identification isolation of faulty sounds using new sounds	Sound Stories: Pictures of sounds for children to color and imitate ex. Sammy, the Snake
	Safety: Civil Defense (siren) fire truck police growling animal railroad warning	Recorded demonstrations of sounds for identification and guessing
	Radio Use: weather report warning	Discussion of experiences with sounds
	Other Sounds: baby crying water boiling laughing buzzer	Bulletin Boards on: animals human beings machines nature-weather sounds of danger
	Arithmetic skill activities related to auditory discrimination of size, quantity, order and position.	
(2) OBSERVATION WITH COMPREHENSION AND DISCRIMINATION	The Child	Bulletin board displays of pictures of children
		Children's activities
		Children's responsibilities
		Show films on family life
	The Family	Observe family dress for seasons, for other occasions
		Observe relationship in the family
	The Community	Field trip around the school to note the neighborhood
	Arithmetic skill activities related to recognition of size, quantity, order and position; numerals and number words	Games for visual discrimination and comprehension ex. signals

Language Arts	Number Concepts	Related Activities
Read short stories Reproduce sounds of animals at the zoo Identification of the sounds of farm animals Sound drills for hearing sounds and pronunciation Discussion about telephone, door and water sounds Experience Charts with pictures of various band instruments Listening and discussions of recordings; Peter and the Wolf, etc. Dramatizations of ballads and stories, "I've Been Working on the Railroad," etc.	Counting in rhythmic patterns as beats of music Marching and beating with hands Fractions: one-half note is one-half as long as a whole note Learning left from right foot	Performance by a member of the class, others listen Finger painting to music Illustrating songs through various pictures Rhymes and games "Wizard of Oz" "Giant Step" Folk Dancing Creative Dancing Musical instruments made from household items, tom-toms Field Trips
Discussion: Observation of pictures Differentiate between objects in the picture-alike and different Note characteristics of objects that facilitate discrimination and identification, i.e., color, shape, size Observation of family activities and recreation Types of literature used in the home Cooperation of the family Role of each indificual Observe attitudes Observe safe living Discussion: Describe objects seen on field trips and classify i.e., furniture, plants, animals Observe different means of transportation Reactions and observations of behavior	Count people, colors, hats, toys in pictures Vocabulary: terms of size, shape, position, height and weight, tall and short Count children in class, observing differences and similarities in number Size of family Groups in family Age range in family Items on grocery list Monthly bills Allowances Vocabulary: Terms of size, shape, position Counting : churches schools	Play games that help in the observation of color Make color chart Music participation Illustrate home activities Illustrate family fun Make safety posters Collect articles from nature and classify, i.e., leaves, rocks, trees

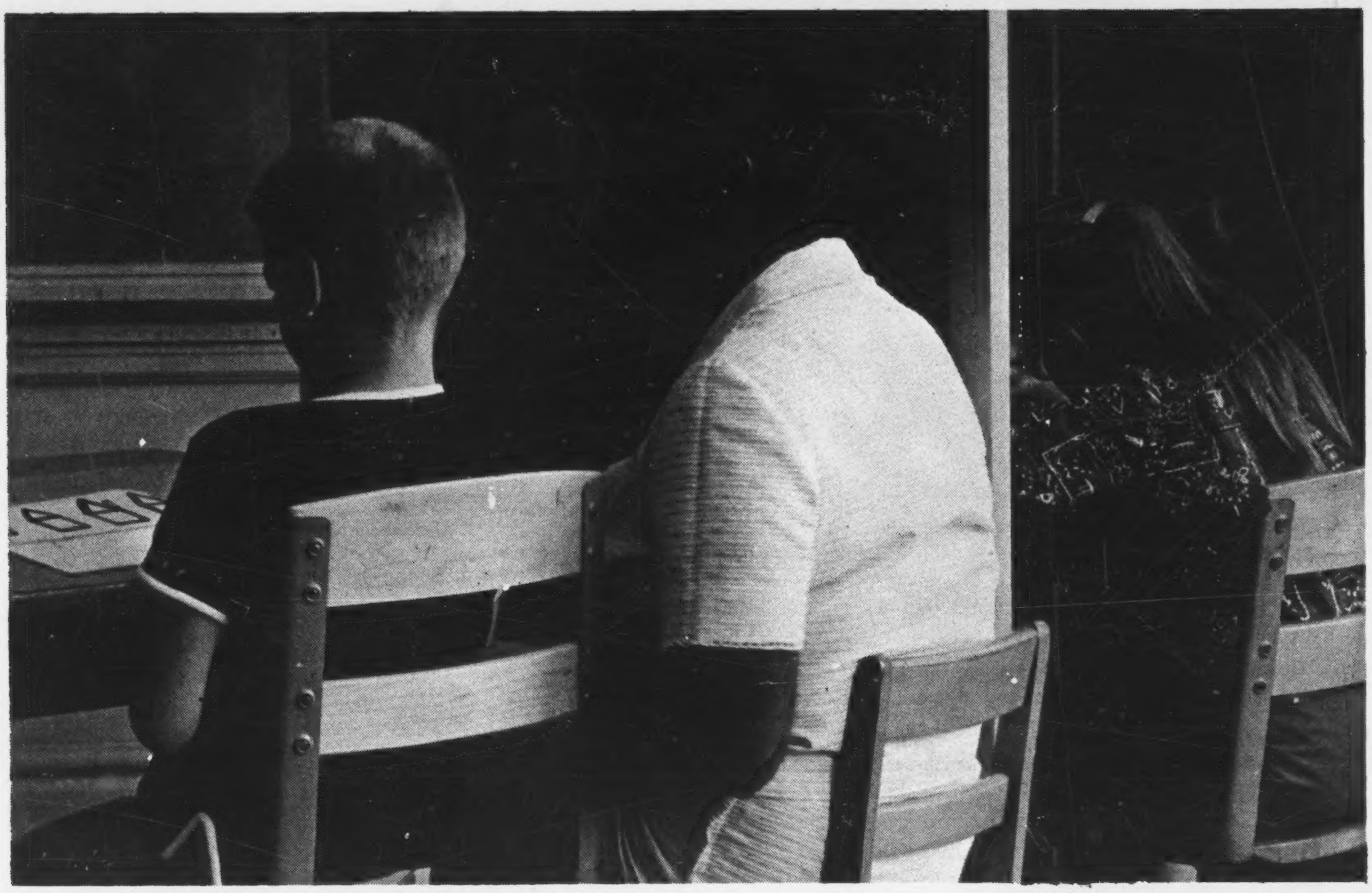
P.L.S. #1

PRIMARY

B. Begins to Become Usefully Acquainted with the Expressive Forms of Communicating

Aims	Center of Interest Units	Introductory Discussions
(1) USING COMPREHENSION AND ORGANIZED SPEECH	Communication through speech	Experience stories Observation of school activities Displays of "Share and Tell" items Weather report and explanation Riddles Puzzles Bulletin boards Films Posters Games Records
	Arithmetic skill activities related to verbal descriptions of size, quantity, order and position, recitation of numerals, counting, simple addition and subtraction	
(2) USING LEGIBLE AND ORGANIZED WRITTEN MATERIAL	Communicating through writing and organizing written materials	Bulletin board display Demonstrate how to use different media in painting Show simple drawings children may copy Write a "thank-you" note which children help to formulate Have a child sign his name Write some daily news to be copied by others
	Arithmetic skill activities related to written descriptions of size, quantity, order and position, writing of numerals and number words, simple addition and subtraction	

Language Arts	Number Concepts	Related Activities
Stories: Retelling, experience, dramatization, autobiography, original Learn Common Courtesies Introductions Good Manners Using the telephone Use of intelligent questions Recognition of labels and signs, places, etc., health Planning of activities, parties, picnics, outings, programs Describing such things as events, surroundings, weather, evaluation of self and others Discussions of any class activity, community projects, field trips, community resources, current topics	Learn numbers and number concepts Number Stories Counting: articles balls beanbags money—coin & paper Number Games: Know the number of players on a team Children in class Telling time: Clock, calendar, mealtime, bedtime, schooltime	Illustrations of Stories Games and Riddles Puppetry: Paper bag and Hand Type Dramatization of Creative and other Plays Pantomines Introductions Telephone Conversations Songs and Rhythmical Activities
Trace & copy names & familiar words Writing of labels, greetings, shopping lists, date, name & address, invitations, daily news, "thank-you" notes, alphabets, friends' names	Vocabulary of Size: Big, little, small, smaller, smallest, large, larger, largest, tall, short, height, weight, many, few, etc. Ordinals: First, second, third, etc. Simple Addition and Subtraction Page numbers Money symbols Write numbers in order Make the number words with symbols Telephone numbers Measure friend for height	Collect pictures and make titles Draw picture of family and labeling Make own spelling book or card file for spelling words Make individual calendars Make covers for scrapbook and workbooks



LEARNING TO COMMUNICATE IDEAS

P.L.S. #1 involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing and arithmetic (3 R's).
(2) Developing ability to use legible and Organized written materials

Intermediate

A. Develops knowledge of the receptive means of communicating
   (1) Observing with comprehension and discrimination
   (2) Listening with comprehension and discrimination

B. Develops ability to use the expressive forms of communicating
   (1) Developing ability to use comprehensive and organized speech
   (2) Developing ability to use legible and organized weritten materials

For specific skill subject areas and teaching units related to this most relevant major objective, Learning to Communicate Ideas, see any of the resource and curriculum gruides published by the Division of Handicapped Children's Services. Communication between individuals and groups may take the form of the written page, verbal interaction, gesture, or any conbination thereof. Each resource guide of the "We Do It This Way" series, for example, lists the tool and skill subject areas and page numbers at the beginning of each persisting life situation.

P.L.S. #1

INTERMEDIATE A. Develops Knowledge of the Receptive Means of Communicating

Aims	Center of Interest Units	Introductory Discussions
(1) OBSERVING WITH COMPREHENSION AND DISCRIMINATION	Individual My actions Family: Family's recreation Obligations of family members Foods unit Clothing unit Community: Keeping our community safe Keeping our community healthy Good times in our community Traveling in our community History of our community Community Sanitation Arithmetic skill activities related to recognition of size, quantity, order and position, measurement, numerals to 100.	Observation through visual aids: films filmstrips charts pictures posters maps murals graphs charts diagrams Observing: Effective speech Effective communication through writing Correct manners Entertainment Observe good group living in the neighborhood
(2) LISTENING WITH COMPREHENSION AND DISCRIMINATION	Individual: Role as a listener in the acquisition of auditory stimuli Family: Role as a listener in the family Community: Learning and acting properly through listening in the community Arithmetic skill activities related to oral directions in computation drill and problem solving.	Importance in listening to directions: Finding the way Making things Listening for safety: To directions To sounds Importance in listening for enjoyment: Music Literature TV, radio, etc. Self entertainment Listening as a tool in learning: Attention in class At home For information Listening in a group: Class discussion Family group When to listen

Language Arts	Number Concepts	Related Activities
Observing: Street and highway signs, by shape, color, markings and signals, islands and zones Observing: Courtesies of speaking When another is sharing his experiences Proper posture, poise and expression in giving oral reports, poems, etc. Courtesies in others for self-betterment Observe: Use of library and reference materials Index, table of contents First letters and guide words in the dictionary Finding of answers and relevant data	Arithmetic concepts in graphs and charts Quantative concepts in the environment such as signs, recipes, counting objects Building arithmetic language Pint, quart, etc. Labels in stores Newspaper ads Making change Occurence of concepts in newspapers Identifying likenesses and differences in pictures, etc. Describing objects accurately and realistically Learning how to find and use related materials	Individual: Observe to learn Instruments in the orchestra Positions in the orchestra Band instruments Positions in the band Family: Observe to learn to appreciate works of art in a gallery Community: Observe use of proper manners and behavior in group situations such as parties, etc. Re-enact scenes from a field trip and observe people's actions.
Listening to: Enjoy literature, poetry and drama Announcements to find information Recorded stories and story telling Tape recordings for improved reading Phonetic sounds, initial, final, medial, rhyming For new and familiar shouds such as wind, birds, etc. For new words Views, ideas and experiences of others Others as a means of improving one's own oral expression Talks by visitors Listening to: Telephone messages Relay messages to family members Accept responsibilities Enjoy family conversation Enjoy others Know what to say when another person is wanted Explanations Good TV and Radio	Listening to Dictation and writing from it Explanations Learn new processes Building of mathematical language Listening To be able to do errands involving buying To deliver messages involving numbers Listening To find costs To be able to buy and make simple transactions	Music Listening to records, variations in music, rhythm patterns Art Listening to aid in developing skills Listening to directions in constructing simple crafts Games Listening to follow directions

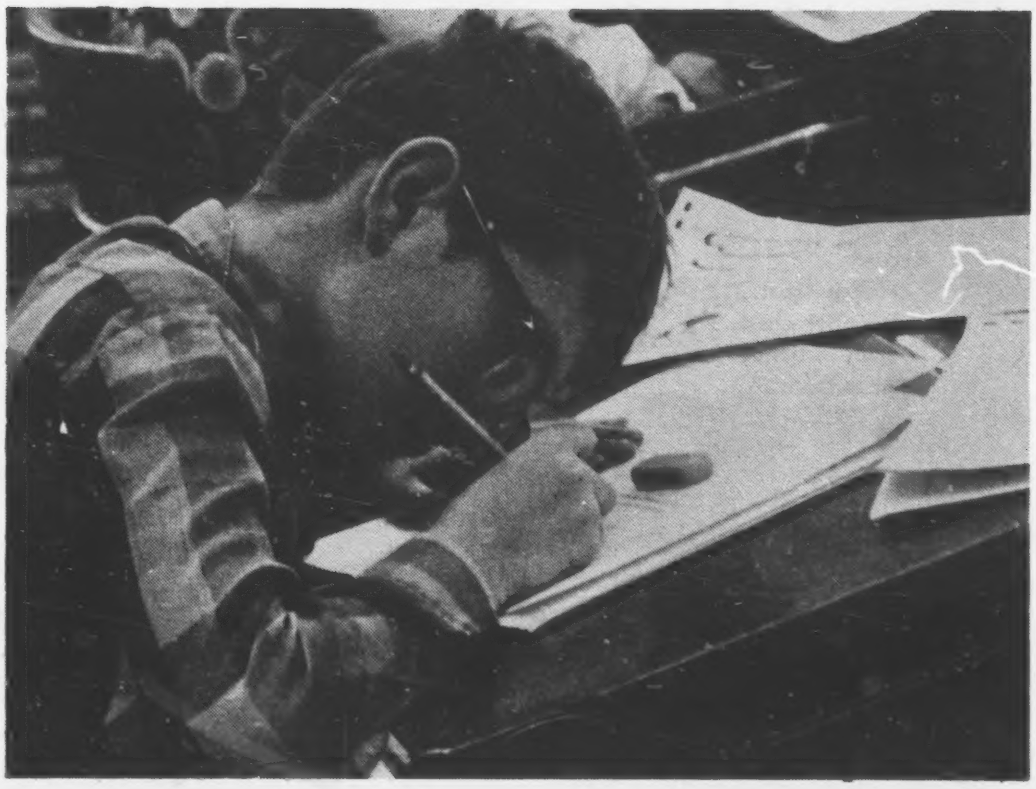
P.L.S. #1

INTERMEDIATE

B. Develops Ability to Use the Expressive Means of Communicating

Aims	Center of Interest Units	Introductory Discussions
(1) DEVELOPING ABILITY TO USE COMPREHENSIVE AND ORGANIZED SPEECH	Individual: Role as a speaker or oral communicator in an individual situation	Display on bulletin board showing speaking situations Relating individual student experiences with the various social and personal speaking situations
	Family: Communication of needs Family social relationships	
	Foods unit	
	Community: Needs of speaker in social situations within the community Restaurant Stores School Travel Occupation	
	Arithmetic skill activities related to recitation of addition, subtraction, multiplication and division concepts, counting, time, measurement and money.	
(2) DEVELOPING ABILITY TO USE LEGIBLE AND ORGANIZED WRITTEN MATERIAL	Dictation—Children write exactly what teacher says	Culminating activity
	Practical Writing	Desire to make reading chart Culminating activity Use of newspaper or magazine List rules for effective written communication Announcement of room activities
	Independent writing	Bulletin board of class work Discussion The advantages of written communication
	Arithmetic skill activities related to written computations, drill and problem solving, time, measurement and money	

Language Arts	Number Concepts	Related Activities
Phonics—Drill on producing all consonant sounds in order to give proper mechanical background for production of correct speech Auditory training Sound discrimination Phonic games and stories Build vocabulary for basis of communication Use of dictionary Telephone introductions List rules for effective communication thru speech Discuss different techniques of effective communication thru speech Film strips Movies Read written essays or other written material Discuss proper communicative techniques for getting a date, asking for a loan, applying for a job, asking directions	Use of correct terms to enhance accuracy of communication in relation to principals of mathematics Recitation of mathematics concepts	Physical Education games that require organization and explanation Care of organs of speech and hearing as related to communication Speaking situations adapted to classroom use Naming foods Show and tell Playing store and restaurant Pledge of allegiance Expressing appreciation Greetings Oral reports Telling stories Describing objects Choral speaking Creative dramatics Building oral constructions around key words or ideas Use of correct terms to enhance accuracy to communication in relation to non-academic subjects such as shop, band, etc.
Repeating a story sentence by sentence orally then in writing Writing original story Grammar: Sentence patterns Punctuation: Period, comma, question mark, exclamation point Capital letters Child's own name and others in class Writing letter, invitations, thank-you notes, requests for supplies, writing addresses, requests for permission to go on excursions Paragraphs: Records Health chart, Weather chart, Daily activities Attendance	Number chart Association between word and number—5 - five Counting items in pictures Use of numbers in writing Fill out questionnaire age, address, birthdate Sentences using numbers Report How money was raised for funds or activities Individual calendars Postage	Dramatization by children Describing a field trip Labeling Exhibits, books, bulletin board, pictures Giving and repeating simple directions Dramatization Field trip to newspaper Make silhouettes of classmates with written name underneath Application for jobs Puzzle letter for sick child Directions Greeting cards Covers for scrapbooks or workbooks



LEARNING TO COMMUNICATE IDEAS

P.L.S. #1 involves the essential habits, attitudes and skills that are commonly referred to as speaking, listening, reading, writing and arithmetic (3 R's).

Secondary

A. Understands the receptive means of communicating
    (1) Observing with comprehension and discrimination
    (2) Listening with comprehension and discrimination

B. Understands the expressive forms of communicating

For specific skill subject areas and teaching units related to this most relevant major objective, Learning to Communicate Ideas, see any of the resource and curriculum guides published by the Division for Handicapped Children's Services. Communication between individuals and groups may take the form of the written page, verbal interaction, gesture, or any combination thereof. Each resource guide of the "We Do It This Way" series, for example, lists the tool and skill subject areas and page numbers at the beginning of each persisting life situation.

P.L.S. #1

SECONDARY

A. Understands the Receptive Means of Communicating

Aims	Center of Interest Units	Introductory Discussions
(1) OBSERVING WITH COMPREHENSION AND DISCRIMINATION	Individual	Observing one's own behavior: movements, thoughts and feelings Tracing movements, thoughts and feelings to their sources Changing behavior thru observation and discrimination
	Family	Observing the members of the family and how behavior is formed by other family actions, words or obvious feelings What does the family expect of the son or daughter
	Community School Social Activities Business	Observing things and people at school: Classes, athletics, lunch, etc. Observing things, actions and people at dances, get-togethers, etc. Observing things, actions and people who work
	Arithmetic skill activities related to recognition of value, decimal position, fractional parts of a whole, measurements and monetary units.	
(2) LISTENING WITH COMPREHENSION AND DISCRIMINATION	Developing higher awareness of listening	Why we should be able to listen: It is a social art 45% of wakeful hours spent listening Develops language facility
	A radio or TV station Make an interest survey of radio or TV programs radio or TV personalities programs seen and heard building a set of standards to judge a program	How we categorize listening Passive Appreciative Informative Critical
	Arithmetic skill activities related to oral directions in computation drill and problem solving.	

Language Arts	Number Concepts	Related Activities
Discussion: Grooming and self care Safety rules Emotions How to change		Demonstrations of good grooming and safety features - Problem and answer hour devoted to each person's major problem and how other's have solved it
Writing: My good and bad points Physically Personality What I can improve How can I improve it		
Discussion: What is a good family? How should families get along? What are our responsibilities in a family?		Debates on family living: students present pro and con of common family problems such as staying out late, doing dishes, etc.
Writing: Characteristics of my family How can I improve my family?		
Discussion: School plant School care Dance activities Dance behavior Business behavior Interviews On the job		Have live job interviews with critique after each student is finished
How Do We Listen? Passive listening: Recordings Radio music		Listening to "mood" music
Appreciative listening: Stories Music Plays Poems		Study various types of music Listening for style in spoken poetry
Informative listening: School announcements Directions Explanations Telephoning Telegraph Radio - TV News casts Sports events Travel programs	Cost of services Telephone Telegraph Cost of items Phonograph Records Radio Dialing systems Both telephone and radio or TV	Bulletin board display prominent radio-TV personalities
Critical listening: Evaluation of facts and opinions Interviews Speeches—sequence of thought Vocabulary—speech Manners		Made tape recordings play back for critical evaluation

P.L.S. #1

SECONDARY

B. Understands the Expressive Forms of Communicating

Aims	Center of Interest Units	Introductory Discussions
UNDERSTANDS HOW TO USE COMPREHENSIVE AND ORGANIZED SPEECH	Direct Expression	Enunciation Logical expression Responding to the other person or persons
	Formal expression	Speeches Interviews
	Telephone	Proper speaking voice Telephone courtesy Emergency communications
	Arithmetic skill activities related to recitation and writing of addition, subtraction, multiplication concepts, counting by groups, drill and problem solving, time measurement and money	

Language Arts

Discussion:
  Speaking clearly
    Pronouncing words
    Pronouncing new words

Logical expression:
  No tangents;
    stick to discussion

Develop ability to ask questions

Discussion:
  Organizing a speech

Talking in an interview:
  Correct speed
  Good pronunciation
  Answering questions

Asking for or giving directions

Discussion:
  Telephone communications
  Friendly call
  Asking information
  Placing an order
  Emergency
  Making appointments
  Asking for a date
  Replying to questions

Number Concepts

Marking number of wrong pronunciations

How many parts in a speech?

Conveying complex numbers

Telephone numbers

Related Activities

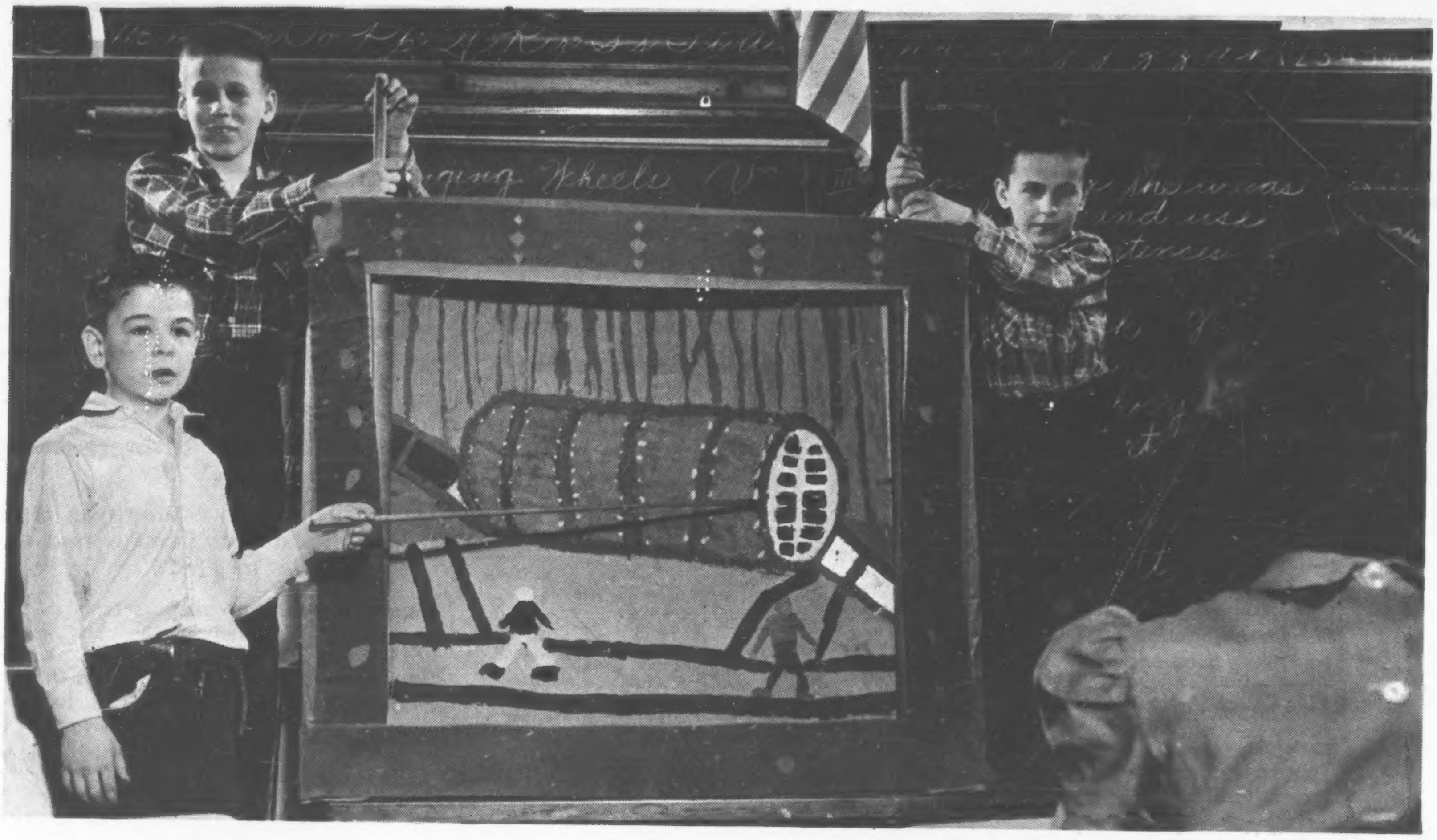
Chain communication:
  Teacher divides students into teams and orally gives first member of each team a different statement. Statement is passed on to last team member who then tells teacher what he was told. Team that comes closest to the actual message wins

Public Speaking: each student chooses topic and delivers a speech

Mock interviews with different types of situations giving students chance to react to different interviewers

Recorded phone conversations replayed to the class and discussed by the class members

Scavenger Hunt: Class is divided into teams and team captain is given list of articles that he or she must tell team members to find. First team to bring all the items wins.



LEARNING TO UNDERSTAND ONE'S SELF AND TO GET ALONG WITH OTHERS

P.L.S. #2 involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

Primary

A. Begins to establish oneself as an accepted individual through awareness of "self"
  (1) Developing an awareness of the physical self
  (2) Learning to care for the physical self
  (3) Experiencing situations fostering development of a realistic undertanding of personal strengths and weaknesses
  (4) Develops sense of emotional security

B. Begins to develop an appreciation for human fellowship
  (1) Experiencing an adequate family relationship
  (2) Beginning to develop adequate social relationships

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 21-B, pages 19-25, for suggested units on THE FAMILY and HAVING FUN WITH OUR FAMILY AND FRIENDS in this area.

Also see pages 84-90 for units on THE FAMILY AND THE HOME.

P.L.S. #2

PRIMARY

A. Begins to Establish Oneself as an Accepted Individual Through Awareness of "Self"

Aims	Center of Interest Units	Introductory Discussions
(1) AWARENESS OF PHYSICAL SELF	The human being "I" "Me"	Bulletin board display of children with body parts labeled Discuss different body parts Show film of human anatomy Guessing games about the body Display poster of people from different countries
(2) CARE FOR PHYSICAL SELF	Health Foods Grooming	Display pictures of children washing and bathing Show film on health and grooming Health posters Exhibit kits on personal grooming Display pictures of children dressed for various kinds of weather Chart of basic groups of food
(3) UNDERSTANDING OF STRENGTHS AND WEAKNESSES	Home and Family as related to adequate family relationships	Pictures of things We can do well We can't do well We like to do A story illustrating personal strengths or weaknesses Free play activities Supervised play activities
(4) SENSE OF EMOTIONAL SECURITY	(To be emphasized in all school activities)	

Language Arts	Number Concepts	Related Activities
Discussion: Of the parts of the body Of what the body parts do People from various countries Write: Label the body parts on a larger poster Read: Labels	Count: Toes Fingers Eyes Teeth Vocabulary: Size and amount Light and heavy Tall and short Measurement: Height and weight Finger plays	Collect pictures of body parts Draw pictures of self Growth chart of children Clay models of self Make simple hand puppet Make paper silhouette Make pipe cleaner figures Sing songs about body Games (statue game)
Discussion: How we keep clean Good health habits Food habits and nutrition School lunch program Write and read: Names of items used for grooming Names of foods Rules for health habits	Discuss: Schedule for meals, playtime, and bed Measurement: Height and weight Count: Number of foods Children in class Spaces on health chart Bottles of milk	Dramatize ways to improve personal appearance Dramatize good and bad posture, how to wash Make charts for height, weight, grooming Cleaning up activities Draw picture of good and bad health habits Display snapshots of children-stress appearance
Discussion: Self evaluation of own work Criteria for making judgments Advantages of knowing your abilities and limitations Write and read: List of things children can do List of things children can't do Chart story about what children like to do List of things the children would like to do Listen: To teacher read story To child read story	Count strengths and weaknesses Add the lists that are compiled	Make scrapbook of things We can do We can't do We would like to do Make mural showing things children can or can't do Make developmental chart showing things children can or can't do Sing songs Learn nursery rhymes and fables emphasizing assets and liabilities Tape record speech

P.L.S. #2

PRIMARY

B. Begins to Develop an Appreciation for Human Fellowship

Aims	Center of Interest Units	Introductory Discussions
(1) EXPERIENCES FAMILY RELATIONSHIPS	Family activities	Discuss role of family members (What is a family?) Show film about co-operation in the home and discuss Posters of family groups and discuss
(2) BEGINS TO DEVELOP SOCIAL RELATIONSHIPS	Working and Playing together: at home in the classroom on the playground "Friends" "The Neighborhood" "Good Behavior"	Bulletin board display of family activities and discuss Discuss family tree Display picture of children doing various things together Read stories of children playing, and working together Free play Show film of cooperative behavior News Sharing Period (Show and Tell) Group games and acts (puzzles, etc.) Start a play center in class Learn each others' names

Language Arts	Number Concepts	Related Activities
Discussion: Responsibilities of different family members Sharing at home Consideration for others at home Read: List of rules at home List of duties the children have Pictures stories of family life Chart story about a happy family Write: Rules at home	Count: Number in family Number of duties Vocabulary: Size and Amount terms Number recognition: Numbers in house number Numbers in telephone book Time: Concept of punctuality (morning, noon, and aft.)	Draw pictures of family members Match and label picture with proper family member Song pantomines Dramatize home situations involving manners Construct a play house Guessing game "Who am I" Make simple puppets Make scrapbook about family life Make mural of family life
Discussion: Consequences of breaking rules Of advantages of taking turns Interests that friends can share Of respect for other's property Roles of group members (follower and leader) Things to look for in friends Party planning Write and read: Invitation to class party List of school rules Thank you notes School rules, why they should be obeyed Kind of children you like to play with Manners: Telephone Table Behavior in various social settings: Restaurant Bus Shopping Movies	Count: Number of rules Number of friends Number of children in class Number of children on teams Money: Cost of items for party Coins Paper Time: For party Days Weeks Measurement: Calendar Clock Vocabulary. Size and Amount terms Many - few Big - little Comparative terms: (small, smaller, smallest)	Co-operative play: Dramatization of Co-operative activities Creative drama Singing songs Perform routine jobs in classroom Games Assembly line type craft activity Make party invitations Make party hats Decorate Room for party Have a classroom play, circus, etc. Take trips to zoos, etc.

2

LEARNING TO UNDERSTAND ONESELF

P.L.S. #2 involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

Intermediate

A. Develops knowledge of establishing oneself as an accepted individual through awareness of "self"
   (1) Continuing to learn about the physical self
   (2) Continuing to learn to care for the physical self*
   (3) Gaining a realistic understanding of personal strengths and weaknesses
   (4) Developing self confidence

B. Develops knowledge of appreciation for human fellowship
   (1) Experiencing adequate family relationships
   (2) Continuing to develop adequate social relationships

For specific teaching units related to this major objective, the reader is referred to the following guides:

*See Bulletin No. 15-Vol. II, pages 47-56, for suggested units on GOOD GROOMING and GOOD HEALTH in this area.

See Bulletin No. 21-C, pages 39-61, for suggested units on GOOD MANNERS and A CLASSROOM PARTY FOR PARENTS AND FRIENDS in this area.

INTERMEDIATE A. Develops Knowledge of Establishing Oneself as an Accepted Individual Through Awareness of "Self"

Aims	Center of Interest Units	Introductory Discussions
(1) CONTINUING TO LEARN ABOUT PHYSICAL SELF	Physical differences	Charts and Illustrations of anatomy Show films about body components Anatomical models Show film about function of body
(2) CONTINUE TO LEARN TO CARE FOR PHYSICAL SELF	Elimination Respiration Foods Grooming Posture Physical Education Rest and Sleep	Films on good eating habits Films on good grooming habits Discuss relation between physical cleanliness and health Posters on care of clothing Pictures of children in seasonal dress Discussion of importance of establishing good health habits including nutrition, rest and sleep and posture Display books on health
(3) UNDERSTANDS PERSONAL STRENGTHS AND WEAKNESSES	Learning how to live with strengths and weaknesses	Discuss with teacher personal problems individually Discuss common problems experienced by majority of class Film based on concept of individual differences Take inventory of your strengths and weaknesses and discuss with teacher
(4) DEVELOPS SELF-CONFIDENCE	(To be emphasized in all activities)	

Language Arts	Number Concepts	Related Activities
Discussion: Of major vital organs Of function of body parts (joints and muscles teeth, etc.) Of how joints and muscles help body movement Read: Health items, materials, texts Labels Write: Label body components Short story about what's learned or about film	Measurement terms: Weight and Height Size of wearing apparel Quantity terms (qts., etc.) Adding and subtracting weights, heights, etc. Rank by physical characteristics Learn to weigh and measure each other Make personal height and weight charts	Songs about body Guessing games Make puppets Assemble anatomical models Draw or mold with clay body components
Discussion of: Care of body parts: Feet, skin, teeth, etc. Different hair styles Importance of regular elimination Write and read: List desirable habits personal cleanliness Write stories about proper self care	Basic food elements Number of hours asleep, awake, etc. Cooking temperatures Hours or time associated with certain cleanliness activities Newspaper ads related to food and clothing Amount of liquids required each day	Clay impressions of foot, hand Sleep record charts Personal grooming kits Comparison of good and poor posture - using mirror, diagrams, and silhouettes Shoeshine kits - build and use
Discussion: Criteria for making self-judgments How to overcome weaknesses Future plans Read: Stories about famous people Five oral endings to incompleted short story problem read by teacher about strengths and weakensses Write: Autobiographies "What I would like to be"	Health Record the amount of time it takes one student to reorganize himself when being described by another student Measurement terms: Weight and height Yard, inches, feet (50 yard dash)	Tape record speech to develop strengths, etc. - listen for errors Sing songs Hobbies and interests Dramatization of overcoming weaknesses Make individual personality charts Games of skill Keep charts of developing skills Learn individual exercises to strengthen weaknesses (to be carried on daily as recommended by medical authorities) Obtain diet sheets and practice habits of good nutrition

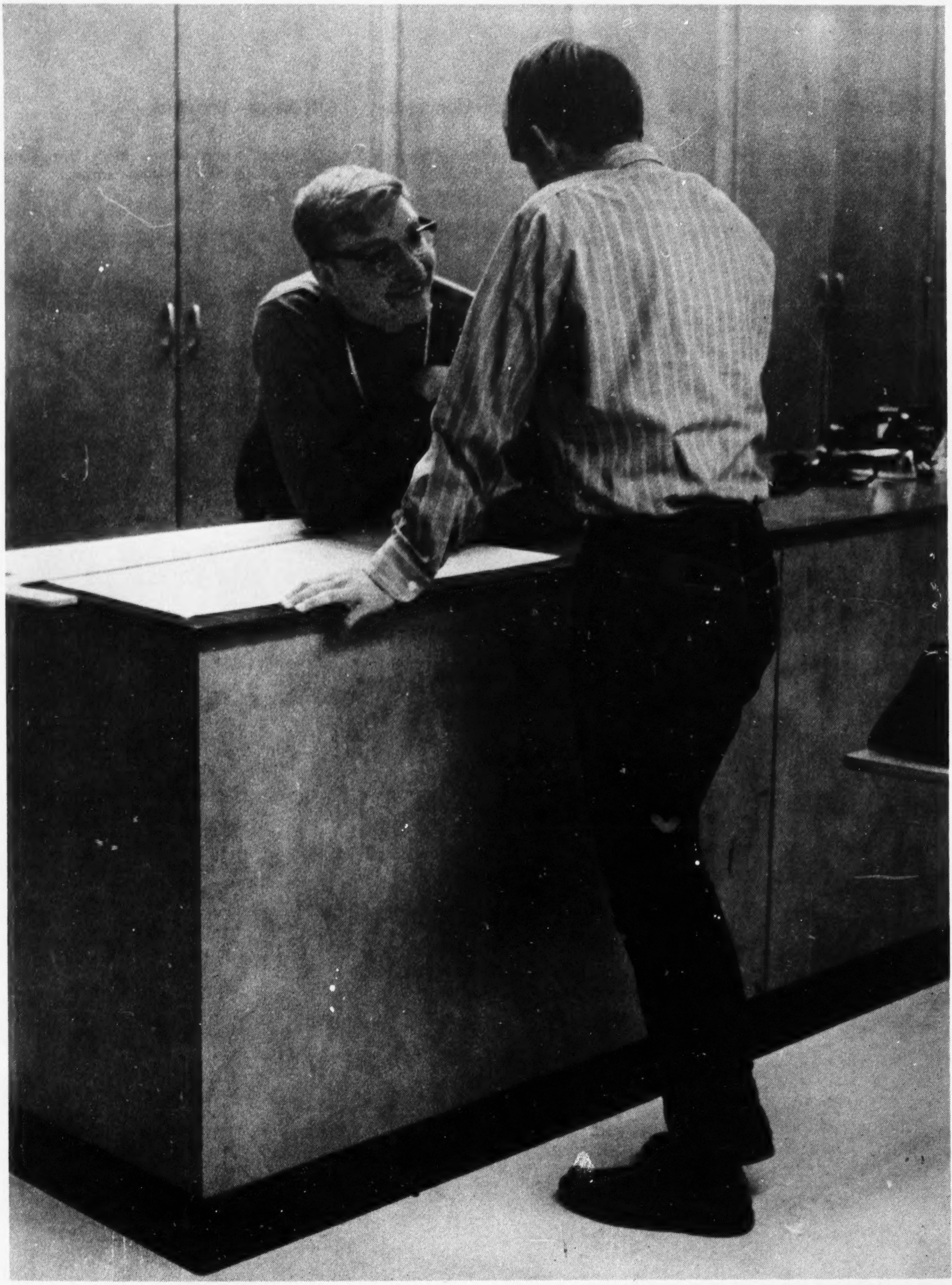
P.L.S. #2

INTERMEDIATE

B. Develops Knowledge of Appreciation for Human Fellowship

Aims	Center of Interest Units	Introductory Discussions
(1) DEVELOP FAMILY RELATIONSHIP	You and your family	Film on family life Stories about family tree Family tree Bulletin board display of family activities—work, leisure Student reports on reunions, birthdays, celebrations Collect pictures of family groups doing things Display photographs of children's family
(2) DEVELOP SOCIAL RELATIONSHIPS	Working and playing together: At home In the classroom On the playground Friends The neighborhood Good behavior	Courtesy film Film on team games Read story of group cooperation Discuss inter-group relations

Language Arts	Number Concepts	Related Activities
Discussion: Family recreation Individual interests within family What my family did this week, etc. Home responsibility and chores Parental authority Write: Stories about the family Complete names of family members Diaries of family activities	Analyzing family budgeting Birthdays, months, day, year Age differences among family members Allowance as it pertains to family budget	Illustrated history of own family (picture story) Dramatize situations of home activities Charades Learn and practice housekeeping activities on a sharing basis Family fun with music
Discussion: Rules that help us get along What happens when rules are violated Group responsibilities - each member of the group, leader, etc. Keeping secrets and confidences Behavior we like and don't like Behavior others can expect of us Possible results when we can't do what others expect Role of self-control as applies to rules Cues observed in others attitudes signifying over-stepping of limits Relationship of physical health and behavior Respect of other's property Proper introductions Write and read: Original stories of why we need frineds, or why I like them Question box - write out: Questions about unit for specific people to answer	Scores of the games Costs of refreshments Cost of improper behavior Expense of breaking glass or window Cost of vandalism	Form committees for different activities (interest committees—party, trip, etc.) Dramatize situations listed in Language Arts Prepare personal record books (courtesies, etc.) (Teacher-controlled) Teacher's or mother's tea Sharing programs with other classrooms



LEARNING TO UNDERSTAND ONESELF

P.L.S. #2 involves the essential habits, attitudes and skills necessary to understand and adjust to one's strengths and weaknesses, to develop moral and spiritual values basic to our democratic society, and the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

Secondary

A. Understands oneself as an accepted individual through awareness of "self" by
   (1) Understanding something about structure and function of the physical self
   (2) Understanding reasons for caring for the physical self
   (3) Accepting responsibility of perfecting strengths and in strengthening areas of weakness
   (4) Understanding self as an emotional individual and initiating mental hygiene methods to be more able to cope with emotional problems
   (5) Maintaining self-confidence

B. Understands appreciation for human fellowship by
   (1) Initiating activities that foster adequate family relationships
   (2) Accepting responsibility for developing adequate social relationships*

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

*See Bulletin No. 21-D, pages 11-16, for suggested units on WHAT MUST I DO TO GET ALONG WITH OTHERS? and DO PARENTS HAVE TO BE STRICT? in this area.

Also see pages 48-51 for units on WHAT MUST I DO TO KEEP A JOB? and VOCATIONAL GUIDANCE.

P.L.S. #2
SECONDARY

A. Understands Oneself as an Accepted Individual Through Awareness of "Self"

Aims	Center of Interest Units	Introductory Discussions
(1) UNDERSTAND SOMETHING ABOUT STRUCTURE AND FUNCTION OF PHYSICAL SELF	Physical differences Physical changes resulting from growth and development Physical disorders Physical handicaps Sex	Show film on a sports event where strength and skill are shown Show film on body function Charts and posters on anatomy
(2) UNDERSTANDS REASONS FOR CARING FOR PHYSICAL SELF	Body requirements Food Rest and sleep Protection Harmful agents Drugs Tobacco Alcohol Disease	Make a bulletin board display showing ways our bodies may be mistreated Hunger Poverty Deprived condition Excess food or drink, etc. Child labor laws
(3) ACCEPTS RESPONSIBILITY OF PERFECTING STRENGTHS AND IN STRENGTHENING AREAS OF WEAKNESS	Our personality Inventory of positive and negative factors Recognizing and assessing strengths and weaknesses Adjusting to others Accepting one's self Home responsibility School activities	Show film where employee shows lack of cooperation Discuss problems experienced by students Self evaluation test Discuss in class how to accept responsibilities Describe model student and compare self
(4) UNDERSTAND EMOTIONAL "SELF" AND INITIATE MENTAL HYGIENE	YOU, all the time Mental self	Discuss: Why we act as we do How we learn to live with our handicaps How other people see us
(5) MAINTAINING SELF-CONFIDENCE (To be emphasized in all activities)	Learning how to make use of talents, skills and knowledge Working and playing alone, in a group Community clubs, organizations and school functions	Importance of fulfilling obligations Importance of health habits Economic need for work Satisfaction and self-realization Personal choice Cooperation Jobs to consider Additional training at home, school, in community services Need for self-expression Need for recognition and approval Kinds of behavior that make people liked and popular—unliked and unpopular

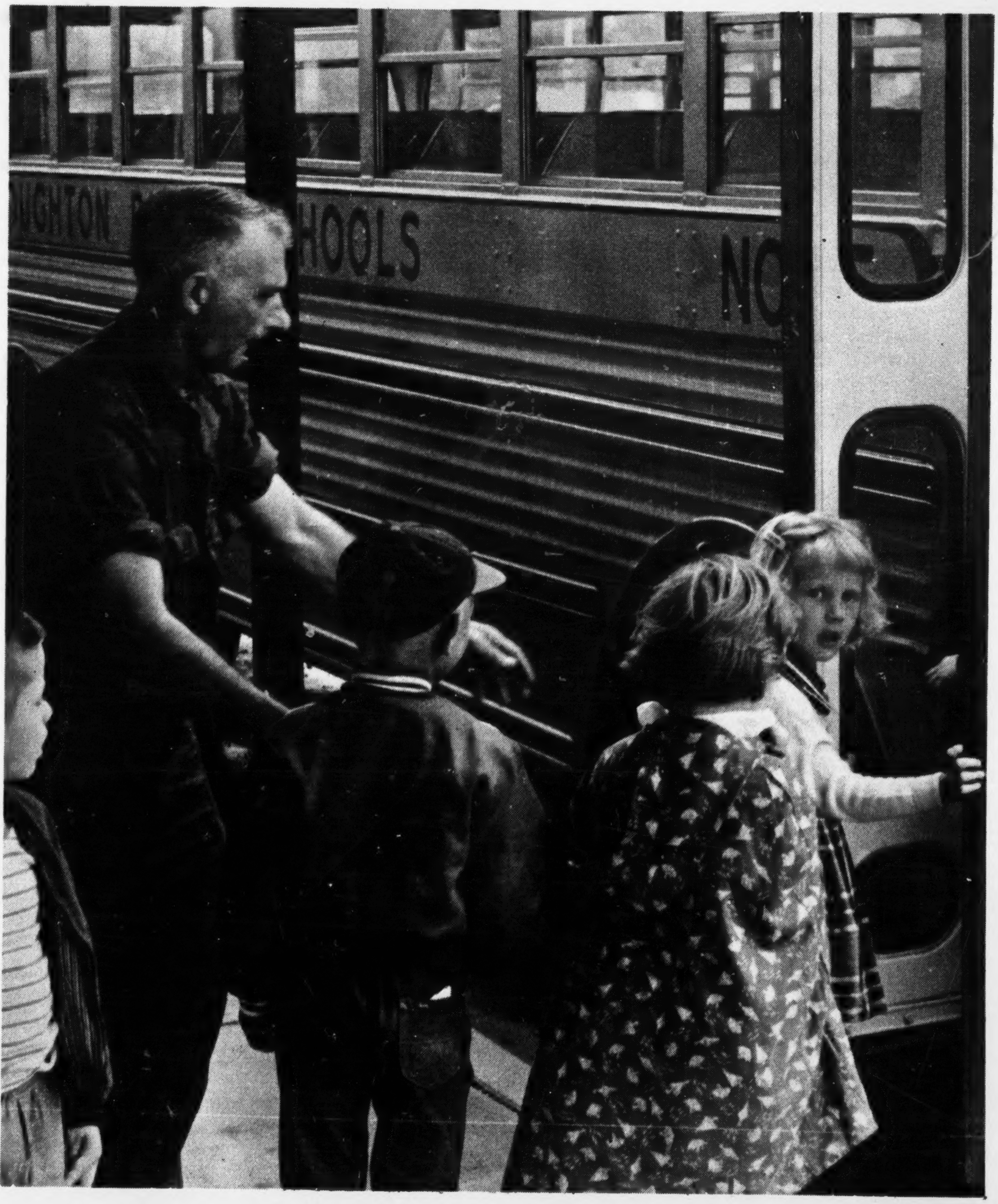
Language Arts	Number Concepts	Related Activities
Read: Stories of successful athletes Discuss: Current sports events Write: A plan for recreational program for the class Letters for information on physical developments	Figure batting averages Make graph showing scores of various sports events and athletes Prepare and keep weight and height chart (of students) Make a chart showing sizes of wearing apparel	Study cell growth in microscope Make scrapbook of ballplayers or other athletes Have poster contest advertising school event
Read: Newspapers (medical) reports relating to topic Find statistics regarding death rate of other countries Read: About accidents involving use of alcohol	Figure costs of: Hospital insurance Hospital expense Food Housing Clothing Heat Work loss as a result of illness Obtain accident rates (and cost) of local industry	Visit a hospital as a group Investigate job opportunities in hospital Make scrap book on personal and physical care
Read: Teen age stories Teen age newspaper columns "Help wanted" ads Write: Letters Disucss: Responsibilities of family members Acceptable behavior and its significance	Compare rates of pay and other benefits of various jobs Compile rates of "turn-over" in jobs students could hold Payroll deductions	Plan school dance or sock-hop Plan cooperative money raising work project Discuss non-acceptable behavior Set up lunch room in classroom and practice correct manners
Talks by qualified experts Read articles on mental hygiene Write future ideas about earning a living Film on mental health habits		Describe someone you know (maybe yourself) when well rested and when very tired physically and emotionally Give speeches in class to overcome weaknesses Hold panel discussions to express ideas and thoughts
Discuss: What we do to help at home, at school and in community What we do well What we cannot do Need for adventure Show film on grooming	Learn to count money and give change Determine a personal monthly income for self (budget) to find what you can save each month	Learn proper use of phone and directory Write out job application Dramatize a job interview Make scrap book pertaining to job you like Locate on city map transportation route to various industries
Write: Story on "a job I once had" How I could have done better List situations which make us most secure Write about: Punctuality Quality of work done A job you would like to have and why How to behave in: A restaurant On a train or bus At a public gathering		Collect and classify pictures of basic necessities Collect and classify pictures that will add to a higher standard of living Join school clubs and music groups Organize a hobby club Participate in school drives Make up ballots and hold an election Learn how to conduct a meeting properly Visit local museums, cultural centers, etc. Make self-inventory of good and bad personality qualities necessary for success on the job, lunch room or bus Take an all day train ride to some town and buy tickets, check departure and arriving time.

SECONDARY

B. Understands Appreciation for Human Fellowship

Aims	Center of Interest Units	Introductory Discussions
(1) ACTIVITIES FOR FAMILY RELATIONSHIP	You and your family	Film on family life Film on holiday customs Holidays, birthdays and family celebrations Family tree Understanding family customs (origin) Bulletin board display of family activities, work and recreation
(2) DEVELOPING OF ADEQUATE SOCIAL RELATIONSHIPS	Working and enjoying life together: at home at school in the community with friends	Film on everyday courtesy Individual behavior Display announcements of school and community activities Announcement of school project where all of class will share responsibility for its success Need for education to grow as a citizen Taking inventory of our behavior What we like and do not like in others Giving of oneself to own community

Language Arts	Number Concepts	Related Activities
Discussion: Home responsibilities and chores Individual interests and hobbies Parental authority and rules Ways and means of earning money for a family member's gift Weekly allowance Read: Family budgets Good manners Good food habits Write: Diary of family activities List of ways to help at home Ways of entertaining guests Fun away from home	Dates of family birthdays Ages of various members, months, weeks, days Dates of national holidays Cost of a holiday dinner Make out a family budget Work hours each week, month Hours of sleep each day, week, month, year	Family fun with: Cards, games, music, puzzles, crafts and hobbies Shared TV interests Charades Learn to share housekeeping activities Learn to prepare and serve a family meal (balanced) Make holiday decorations Make a family recipe book of favorite dishes of family Plan a family picnic Look for bargains in food ads in newspapers Make photo albums of family members Make scrap books of family activities
Discussion: Neighborhood events Community recreation Rules and need of them in home, school and community Law enforcement Keeping confidences Proper introductions Leaders and followers Read: Books on etiquette About clubs and organizations How to conduct a meeting Proper introductions Write: Stories of club projects Stories of school activities Stories of good leaders and followers Stories of good and poor manners in various situations Lists of qualities for good leaders and followers	Scores of athletic games Refreshment costs for large and small parties Cost of vandalism Dues for clubs and purpose Cost of attending school events, movies, etc. Cost of wearing apparel for various events	Form committees for field trips, parties, etc. Prepare lists of community activities, names, addresses and services offered Plan school program for national holiday Make models of clay, wood, soap, etc. depicting early community life Give a political speech Study early American political leaders Make posters or scrap books of state and national leaders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LEARNING TO TRAVEL AND MOVE ABOUT

P.L.S. #3 involves the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighborhood, within the city and to distant places, whenever the need arises.

Primary

A. Begins to learn various ways to travel
    (1) Traveling by private vehicles
    (2) Traveling by public vehicles

B. Begins to learn the fundamentals of moving about
    (1) Follows simple directions and understands need for directions
    (2) Recognizes familiar landmarks in travel
    (3) Becomes familiar with simple maps and how to use them in travel
    (4) Learns appropriate social and personal behavior in travel

C. Begins to learn about sources of help for traveling
    (1) Learns need for schedules and punctuality
    (2) Learns appreciation of human relationships
    (3) Develops awareness of existing agencies

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 2- **A Developmental Vocabulary Check-List for the Mentally Retarded** for a basic functional vocabulary related to community and highway travel. See Bulletin 4a - **Aids to Motoric and Perceptual Training** for a movement oriented curriculum. See Bulletin 15b - **A Potpourri of Ideas for Teachers of the Retarded: Practical Arts** and page 79 for a functional approach to the recognition of signs and simple directions.

See Bulletin 21-B, pages 69-74, for suggested and illustrative units on THE SCHOOL BUS and PASSENGER PLANES in this area. Also see pages 16, 156 and 322 of this same publication.

P.L.S. #3

PRIMARY

A. Begins to Learn About Various Ways of Traveling

Aims	Center of Interest Units	Introductory Discussions
(1) TRAVELING BY PRIVATE VEHICLES	Bicycle Car Boat	How do people travel by bicycle, car or boat? How do people behave?
(2) TRAVELING BY PUBLIC VEHICLES	Bus Public School Train Airplane Taxi	How do people travel by bus, train, plane or taxi? How do people behave?
	The Railroad Station The Bus Depot The Airport Terminal	What does one do in a bus depot, railroad station or airport terminal?

PRIMARY

B. Begins to Learn the Fundamentals of Moving About

Aims	Center of Interest Units	Introductory Discussions
(1) FOLLOWS SIMPLE DIRECTIONS AND UNDERSTANDS NEED FOR DIRECTIONS	Directions for traveling to school and in the adjoining neighborhood	Trips: Thru the school building Thru the school grounds Thru the neighborhood visiting other schools, churches, stores, parks, etc.
(2) RECOGNIZES FAMILIAR LANDMARKS IN TRAVEL	Landmarks in school and in the neighborhood	What are the landmarks in the school and in the neighborhood?
(3) BECOMES FAMILIAR WITH SIMPLE MAPS AND HOW TO USE THEM IN TRAVEL	Studying simple maps of the school and neighborhood	What is a map?
(4) LEARNS APPROPRIATE SOCIAL AND PERSONAL BEHAVIOR IN TRAVEL	Appropriate behavior in traveling	How do we behave while traveling? To school, to church, to the store, to the park, etc.

Language Arts

Discussion:
- Private and public transportation
- Appropriate behavior
- Bicycle, car, etc.
- Airport, railroad terminal, etc.
- Parts of bike, car, etc.
- Safety habits

Spell simple words used in travel
Introduce simple names of cars, jet or propeller planes, etc.
Make alphabet book with learned words

Fill-in blank spaces in sentences using words of travel

Recognize and Verbalize:
- Different types of transportation
- Different types of cars

Slow-slower
Fast-faster

Number Concepts

Parts of Vehicles:
- How many wheels?
  - Bike
  - Car
  - Airplane

How many students have ever ridden:
- Bike
- Car
- Airplane
- Train
- Boat

Speed:
- Miles
- Miles/hour

Related Activities

Draw pictures of different methods of traveling

Build model of road system showing lines for roads, stop lights, stop signs, school zones, crossing guards and then have children play with cars in driving on the roads and following signs and directions

Role playing: a ride on the school bus or following directions of a crossing guard or policeman

Rhythmic experiences
- Play airplane perhaps with "runways" on the floor.
- Run-Run-Run

Songs
- The Bus
- The Cars Go Up and Down
- The Little Engine that Could

Language Arts

Discussion:
- What is a landmark?
- What is a map and why are they used?
- Points of interest in community

Read:
- Road signs
- Street signs

Recognize and Verbalize
- Road signs
- Street signs

Writing:
- Make simple maps of school room, school, bus route or route taken to school and neighborhood
- List rules of good travel behavior

Tell story about favorite visiting place or form of travel

Number Concepts

Ordinals: first, second

Counting streets, blocks, tickets

Time: hours of day and arrival and departure — home, bus, school, classes, etc.

Terms of time: morning, afternoon, etc.

Related Activities

Making of travel book with pictures of safety signs, maps, drawing of landmarks, time schedules, etc.

Build model of school and/or community in sandbox or with toy buildings and cars

Nursery rhymes or songs about traveling

Dramatizations of proper behavior while traveling

P.L.S. #3

PRIMARY

C. Begins to Learn About Sources of Help for Traveling

Aims	Center of Interest Units	Introductory Discussions
(1) LEARNS NEED FOR SCHEDULES AND PUNCTUALITY	Schedules: School bus Commercial bus Train Airplane Daylight or Central Time	The use of schedules in traveling Making plans for traveling by using schedules Planning time by using schedules Preparing to leave Time to bus depot Time spent in traveling
(2) LEARNS APPRECIATION OF HUMAN RELATIONSHIPS	Community helpers for Traveling: Policeman Traveling information givers Crossing guards or bus drivers	Who helps us travel and how can we be nice to them? Policeman or crossing guard visit classroom
(3) DEVELOPS AWARENESS OF EXISTING AGENCIES	Tourist or travel information: Telephoning Writing Talking	Where do we go to get information? Telephone book Bus Depot Airline Train Depot Look for policeman

Language Arts

How to locate information number
Calling for information
Asking questions
Writing down information

Writing:
  Information
  One's name and address
  Schedule for travel
  Good manners—how to speak to people: how to ask questions, thank people, etc.

Spelling—simple travel words

Number Concepts

Problems involving transportation schedules
Time
Concept of A.M. & P.M.

House numbers
Floor numbers
Room numbers
Telephone numbers

Related Activities

Planning a trip—call to obtain information, how long to destination, cost, etc. Teacher plays the role of travel agent, information giver and whenever necessary policeman. When students have become acclimated to play traveling, students can take over roles of travel agent, information giver and police

Dramatizations—eating in a restaurant or dining car
Helping someone looking for directions

Using telephone to call home

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CONTRACTORS
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LEARNING TO TRAVEL AND MOVE ABOUT

P.L.S. #3 involves the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighborhood, within the city and to distant places, whenever the need arises

Intermediate

A. Develops knowledge about various ways to travel
    (1) Traveling by private vehicles
    (2) Traveling by public vehicles

B. Develops knowledge of the fundamentals of moving about
    (1) Following directions and planning trips
    (2) Reading maps and using landmarks

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a basic functional vocabulary related to community and highway travel. See Bulletin 4a - **Aids to Motoric and Perceptual Training** for a movement oriented curriculum.

See Bulletin 21-C, pages 67-90, for suggested and illustrative units on TRAVEL BY TRAIN, PLANE AND BOAT in this area. Also see pages 27-28 of this same publication.

P.L.S. #3

INTERMEDIATE

A. DEVELOPS KNOWLEDGE ABOUT VARIOUS WAYS TO TRAVEL

Aims	Center of Interest Units	Introductory Discussions
(1) TRAVELING BY PRIVATE VEHICLES	Car or Bike traveling thru the area, town or city we live in Taking trips	The various aspects of the area we live in and what was seen while traveling Different forms of traveling on trips: cars, planes, boats, trains, bikes, mobile homes, motorcycles and balloons What is needed to take a trip with each of the above vehicles
(2) TRAVELING BY PUBLIC VEHICLES	School bus Commercial vehicles	Appropriate behavior Preparing for trips Maps Schedule information Travel time Clothes Planning ahead

INTERMEDIATE

B. Develops Knowledge of the Fundamentals of Moving About

Aims	Center of Interest Units	Introductory Discussions
(1) FOLLOWING DIRECTIONS AND PLANNING TRIPS	Following directions	How to follow directions Write down directions Use landmarks Ask help if not sure
	Planning trips	Pupil report of family or individual trips Planning detailed trips Within area, town or city Within county, state Across country Overseas
(2) READING MAPS AND USING LANDMARKS	Detailed map reading and use	What is a map? Using a map when lost Figuring miles Locating areas and towns Map symbols

Language Arts

Discussion:
  Students' reactions to traveling: visits, sightseeing, picnics, school, sporting events, etc.

Reading and spelling and word meanings:
  Stop, go, wait, walk, turn, left, right, detour, private, public, dead end, merging, narrow bridge, parking, cross walk, road, street
  East, west, north & south

Writing:
  Town, street, park and landmark names

Recognize and verbalize:
  Traffic signs

Number Concepts

Counting number of blocks, buses, etc.

Cost of fares

Figuring out travel time

Measuring distance

Computing gas mileage or gas needed

Related Activities

Cut out magazine stories and pictures and different forms of traveling

Make traffic signs to hang on wall and occasionally test ability to identify sign by shape

Have students figure out shortest way between two points on road maps

Language Arts

Discussion:
  Reasons for trips
    Visiting friends or relatives
    Leisure time
    Hobby
    Sports
    Business

Read:
  Travel books

Write:
  Stories of trips: planning, money and actual experiences

Recognize and Verbalize:
  Towns and cities
  States
  Countries

Spelling:
  Towns and cities, states

Public Speaking:
  Talk on where student would like to go on a trip and why

Number Concepts

Money, mileage taught thru the student's actual budgeting in preparation for a trip:
How many people going; how far; how much gas will be used, cost of gas, cost of food, etc.

Related Activities

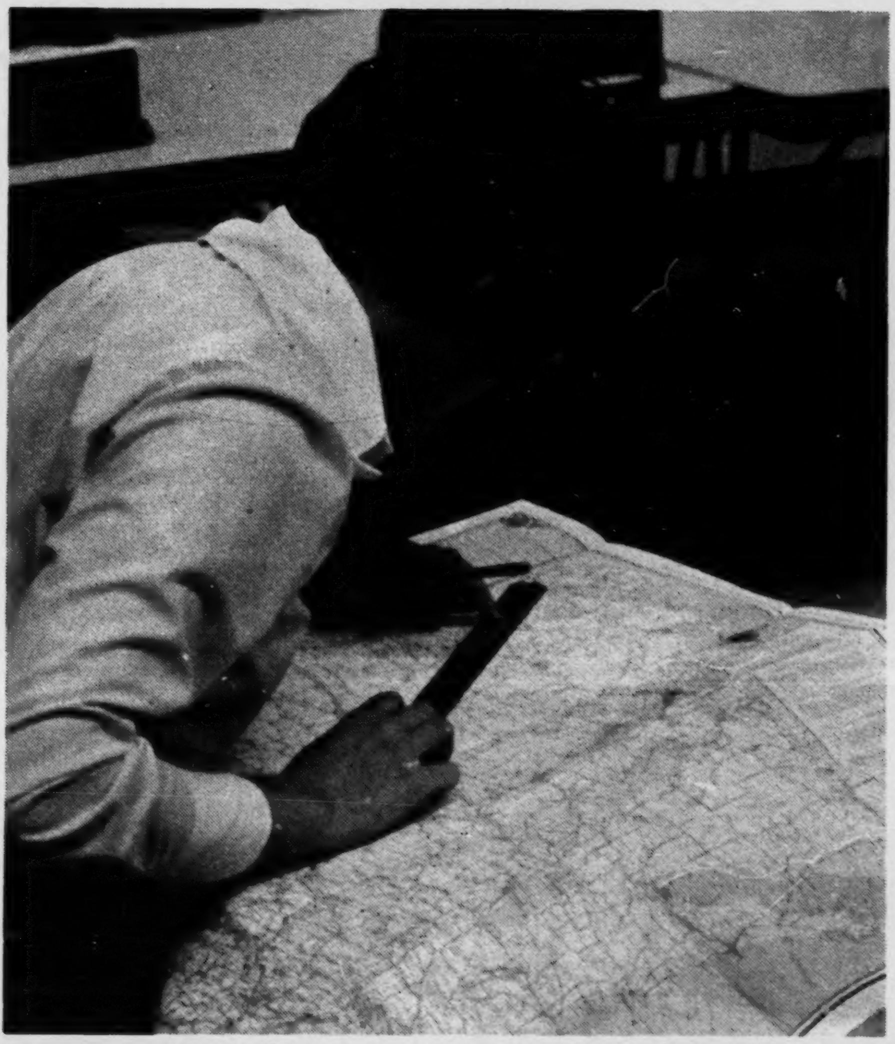
Figure the mileage game with maps: students will each be given two towns or cities and will be asked to compute the mileage between the localities

Making a travel scrapbook

Drawing pictures of traveling

Use of large map so students can find location of country mentioned in travel ads they cut out of their paper. Each student could read the ad to the class and the others could be asked if they know anything else about the spot

Singing travel songs
  The Happy Wanderer
  Road to Anywhere



LEARNING TO TRAVEL AND MOVE ABOUT

P.L.S. #3 includes the acquisition of the essential habits, attitudes and skills necessary for transporting one's self in the neighborhood, within the city and to distant places, whenever the need arises.

Secondary

A. Understands various ways to travel
   (1) Personal travel with private vehicles
   (2) Personal travel with commercial vehicles
   (3) Effects of modern transportation on our world

B. Understands fundamentals of moving about
   (1) Travel at the community level
   (2) Travel away from home
   (3) Accomodations away from home
   (4) Appropriate behavior and safety precautions
   (5) Wardrobe for traveling

C. Understands sources of help for traveling
   (1) Agencies that help travelers
   (2) How money helps traveling

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 2 - A Developmental Vocabulary Check-List for the Mentally Retarded for a basic functional vocabulary related to community and highway travel.

See Bulletin 21-D, pages 30'39, for suggested and illustrative units on MEXICO. A TRIP ACROSS THE UNITED STATES and READING ROAD MAPS IN OUR CITY, COUNTY AND STATE in this area. Also see page 29 of this same publication.

P.L.S. #3

SECONDARY

A. Understands Various Ways to Travel

Aims	Center of Interest Units	Introductory Discussions
(1) PERSONAL TRAVEL WITH PRIVATE VEHICLES	Means of personal travel: Bike Car Mobile homes or campers Responsibilities of personal travel	Bike licenses and safety precautions Car travel: insurance, licenses, state motor laws Mobile home and camper laws Learning how to drive, proper licensing, sufficient insurance, tollway driving
(2) PERSONAL TRAVEL WITH COMMERCIAL VEHICLES	Commercial transportation: Bus Plane Train Ship Subway	Advantages and disadvantages of commercial transportation Development of commercial transportation Possible jobs in commercial transportation
(3) EFFECT OF MODERN TRANSPORTATION ON OUR WORLD	Effects: Social Economic Educational Political	Detailed discussion of effects of transportation Possible future development of transportation The concept of a mobile society

Language Arts	Number Concepts	Related Activities
Discussion: Responsibilities of private vehicle operation Appropriate behavior Read: Articles and books on safety and car operation and insurance	License and insurance costs Upkeep of car Budgeting for trips Stopping distances at various speeds and on different road conditions Accident figures	Panel discussion on safety features: those present now and those needed for the future Policeman or driver training teacher to give talk on driver education, safety and other topics Role playing of bad driving: drunk, asleep, talking or arguing with passengers, thinking of something else
Write: Trip taken or desired Discussion: Travel information Possible world trips Read: Travel brochures Travel books Write: Letters to travel companies or airlines or trains requesting information	Travel costs on different types of commercial transportation Travel time for each form and compare each time Timetables Mileage by land, sea and air	Visit to local commercial transportation company Socio-drama of good and bad behavior Each student develop full travel information on one spot they would like to visit Writing Chambers of Commerce for information on own area as well as others
Discussion: Future forms of transportation Types of propulsion systems	Miles to the moon and length of travel time	In-depth study of space travel with models of space capsules and future space travel

P.L.S. #3
SECONDARY

B. Understanding Fundamentals of Moving About

Aims	Center of Interest Units	Introductory Discussions
(1) TRAVEL AT THE COMMUNITY LEVEL	Community	Important areas, buildings, maps, etc.
	County	Important areas, buildings, maps, etc.
(2) TRAVEL AWAY FROM HOME	Developing planning and moving skills	Gathering information and deciding on schedules, reservations, tickets, luggage, planned tours, depots and terminals, pets, car or trailer rentals Customs' practices
(3) ACCOMMODATIONS AWAY FROM HOME	Hotels, motels, camping or trailers	Gathering information on length of stay, need for overnight accommodations, rentals, food recreation, etc.
(4) APPROPRIATE BEHAVIOR AND SAFETY PRECAUTIONS	How to act correctly and safely	Good manners Safe behavior
(5) WARDROBE FOR TRAVELING	Choice of clothes	What clothes to wear Planned activities Weather conditions Amount of luggage required

SECONDARY

C. Understanding Sources of Help for Traveling

Aims	Center of Interest Units	Introductory Discussions
(1) AGENCIES THAT HELP TRAVELERS	The American Automotive Association (AAA)	What is the AAA?
	Gas companies and gas stations	Obtaining help from gas companies and gas stations
	Travel Agencies	The function of a travel agency
	Traveler's Aid	What is Traveler's Aid?
	Police	What police can do
(2) HOW MONEY HELPS TRAVELING	How to use and protect money while traveling: Traveler's checks Carrying cash Credit cards	How can we protect our money when we travel? What is a credit card? Traveler's checks?

Language Arts	Number Concepts	Related Activities
Discussion: Recreation, eating places, theatres, etc. in area County recreation, eating places, etc. Read: Area and county history History of landmarks	Computing age of events, landmarks, county, etc. Figuring mileage between points in area or county	Field trips to landmarks or points of interest whenever possible Make own maps for area and check with regular maps Speakers on area, county or state history
Discussion: What is needed for a trip? How to pack clothes Read: Restrictions on luggage, pets, etc., on commercial transportation	Estimating travel time and costs of trip Computing gas mileage, weight limitations Figuring customs duties	Trips to parks or recreation areas and walking tours thru the woods to familiarize students with paths and woods travel Socio-drama with students calling for information, making reservations, reading and ordering from menus, etc.
Discussion: How much should be spent for rooms, foods, etc. Read: Brochures or information from hotels, motels, etc.	Computing room, food and recreation expenses	
Discussion: How much clothing is needed and what type	Counting number of clothes needed; taking enough tooth paste, soap, etc.	

Language Arts	Number Concepts	Related Activities
Discussion: Where are AAA and Traveler's Aid located? Write: Requests for information from AAA What does a gas station have to offer to the traveler? Write: To gas companies for maps and information Discussion: How to find travel agencies Write: For information from travel agencies Also traveler's aid	Travel statistics and costs Comparing costs between different gas stations Comparing prices from different travel agencies	Let students plan and work out complete trip Develop unit on consumer protection to teach students to watch for correct change, correct charges, for gas, oil, food, etc. Test children by using play gas pumps and see if they catch the "attendant" charging too much. Make a world trip unit with each student giving a presentation of each place he or she would like to visit; visual aids, posters, etc. may be utilized.
Discussion: What is a Traveler's check? How does a credit card work? How can we protect our money and credit cards?	Keeping a record of all bills Checking bills and interest charged to credit cards Writing checks and keeping an account Making payments	Use play money and checks to make sure each student is aware of proper handling of money and where to keep it Month budget: Give each student monthly charges and bills and certain amount of money and let student develop budget abilities

LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

P.L.S. #4 involves the essential habits, attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment

Primary

A. Begins to interact with the social environment
  (1) Appropriate responses
  (2) Appropriate manners
  (3) Social experiences
  (4) Cooperative enterprises

B. Begins to interact with the technological environment
  (1) Common tools
  (2) Household tools
  (3) Common instruments of communication
  (4) Common means of transportation

C. Begins to interact with the physical environment
  (1) Atmospheric conditions
  (2) Becomes acquainted with surface features of the local environment
  (3) Becomes aware of the universe
  (4) Participates in various experiences involving plant and animal life
  (5) Reacts appropriately to various signals

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

Practical Arts, pages 75-79, for illustrative activities on TYPES OF CLOTHING CLOSURES, SWITCHES, LATCHES AND OPENERS and TEACHING AIDS FOR RETARDED CHILDREN.

See Bulletin 21-B, Vol. II, pages 94-145 for suggested and illustrative units on THE CALENDAR, THE WEATHER, TEMPERATURE AND THERMOMETERS, THE SEASONS, ANIMALS, THE SCIENCE FAIR and other related units. Also, see pages 10-13, 15-18, 65-67 and 72-73 of Vol. I.

P.L.S. #4
PRIMARY

A. Begins to Interact with the Social Environment

Aims	Center of Interest Units	Introductory Discussions
(1) APPROPRIATE RESPONSES	Community Helpers and Protectors: Fireman Policeman Mailman Etc. Family and Friends	Discuss various responses to people in relation to bulletin board display of various members of the community
(2) APPROPRIATE MANNERS	Manners at Home, School, Play Manners appropriate to social outings: Luncheon, Playground, Schoolroom, Home	Discuss "Magic" words - Please, Thank you, Excuse Me, You're Welcome, Etc. Pictures of Situations in which you use manners
(3) SOCIAL EXPERIENCES	The Store Transportation Holidays - Halloween, Thanksgiving, etc.	Class goes to store Class rides on bus Participates in free play
(4) CO-OPERATIVE ENTERPRISES	Home, Family and School	Why Cooperate? Pictures of children playing co-operatively Pictures of children working together

Language Arts	Number Concepts	Related Activities
Discussion: Various types of people found in community Activities of various people How we respond to them: greeting; taking leave Write: List of various people Common expressions: "hello";"how are you?"; "good-bye"	Count: Number of people	Sing songs about various people in the social environment Draw or collect pictures of people greeting each other
Discussion: Kinds of "magic" words When we use the "magic" words Write: List of "magic" words		Dramatize good manners - at the table Classroom party appropriate to time of year Eating in the lunchroom
Discussion: Things to do at the store What we see at a store Other places to go: Shoe store, movie, circus, etc. Tell: About when they went to a store, a circus, etc. Write: Places to go Kinds of stores Good manners	Count the kinds of things to do Size & Amount terms: Big store - little store Money types Paper - coin; value Location First - last; begin - end; etc.	Play Store: decorate room like a store Draw pictures of favorite vacation activity Collect pictures of things they can do: go to movies, go swimming, go to store, go to circus, etc. Stage a show - "sell" tickets, etc. Classroom party
Discussion: Kinds of rules they have at home The general all-school rules: kinds of rules needed in their room, the various room duties, who should do which jobs Write: List of classroom duties List of classroom rules Tell: Things we can do to help others Show and tell	Time: Days of the week Time to perform duties - morning, afternoon, etc. Count: Children; jobs in the classroom	Sharing time at easel Collect pictures of jobs that can be shared at home and in school Practice sharing - in games; at activity table Draw pictures of home duties; work activities requiring more than one person one child cannot lift something, but 2 can "assembly line" type craft activity

B. Begins to Interact with the Technological Environment

Aims	Center of Interest Units	Introductory Discussions
(1) COMMON TOOLS	School tools	Discuss Classroom Equipment: Pencil Sharpener, desks, work tables, peg board, tool rack, rulers, scissors, chalk, pencil Walk around building on a "Tool Hunt."
(2) HOUSEHOLD TOOLS	Family Living Safety at Home	Classroom display of household tools: toaster, iron, etc. Bulletin board display of household tools Discuss tools found at home
(3) COMMON INSTRUMENTS OF COMMUNICATION	Conveying a Message: Speaking Phone Radio, etc.	Telephone display sent by the Telephone Company Bulletin board display of various means of communication: television, radio, telephone, newspaper, etc. Movie on communication
(4) COMMON MEANS OF TRANSPORTATION	Transportation: Bus Car Train	Take a trip using some form of transportation Display of transportation facilities Bulletin board display of common forms of transportation

Language Arts	Number Concepts	Related Activities
Discussion: Use and care of equipment Who should care for equipment Importance of each doing his duty Write: Names and duties Schedule for performing duties Read: Names and duties	Time; Days of week; schedules, promptness (concept of) Count: Amount of equipment Vocabulary: Place and position terms under - over, bottom - top, Comparative terms big - small, short - long Measurement: Acquaintance with ruler; yardstick	Sort tools into groups Play with building blocks Decorate boxes used for storage of materials Make a chart with list of duties - when and who Make a gift for parents Sing a song of tools
Discussion: Kinds of tools found in house The uses of various tools Write: Names of the tools Read: Chart story about tools in the house	Count: Number of tools found Measurement: Gallon, half gallon, quart thermometer, teaspoon, etc. Size & Amount terms: More - less, big - little, Long - short, etc.	Creative play using household tools Collect pictures for notebook or household tools Make a one-dimensional house, pasting in pictures of various tools in appropriate rooms
Discussion: Kinds of communication tools How these tools are used When to use these tools Stories Tell story of various pictures to develop ability to stick to the point Message Passing Activity: Speaking clearly	Numbers: Recognition Rational counting Time: Concept of length of time Schedules	Collect pictures of communication tools Make scrapbook of communication tools Creative play: On telephone TV story (show) Tape record stories
Discussion: Kinds of transportation Uses of various kinds of transportation Rules for using various kinds of transportation: manners, safety, etc. Write: Invitation to take trip Story of trip Read: Places to be visited Road signs Tell: About trip	Size & Amount terms Location terms Money: Penny, nickel, dime, token, spend, etc. Form discrimination	Creative play - act out bus trip Make a mural Build a car, plane, etc. Collect pictures for scrapbook Sing songs about cars, boats, trains, etc. Build road system

P.L.S. #4
PRIMARY

C. Begins to Interact with the Physical Environment

Aims	Center of Interest Units	Introductory Discussions
(1) ATMOSPHERIC CONDITIONS	Weather: Rainy, snowy, etc. Seasons: Autumn Winter Spring Summer	Discuss the bulletin board display of the various kinds of weather; seasons See film(s) about weather; seasons Take a walk to observe the signs of the various seasons
(2) THE LOCAL ENVIRONMENT	The Classroom The School Where it is What it looks like The Neighborhood	Take a walk around school property Take a walk around neighborhood. Note physical features of locale Talk about the physical features of the locale
(3) THE UNIVERSE	Earth and Its Neighbors	Discuss map of Solar System Discuss observable features of Solar System: stars, moon, sun, clouds, etc. Discuss mobile of Solar System
(4) PLANT AND ANIMAL LIFE	Our Plant Friends Trees, grass, flowers, etc. The Farm Pets & Their Care Our Animal Helpers Cows, horses, etc. The Zoo	Discuss bulletin board display of common animals and common plants Discuss care of common animal and plant life Take a trip to: a farm; a zoo; an aquarium See films about plant and animal life Classroom display of animals and plants
(5) SIGNALS	"Signs & Signals" Stop Warning signs Direction signs Sirens Flashing lights - railroad; stop Horns "Obeying Commands"	Bulletin board display of various types of signs: railroad, poison, stop, etc. Listen to various sounds: railroad crossing bell, siren, car horn, etc. Discuss classroom commands

Language Arts	Number Concepts	Related Activities
Discussion: Characteristics of weather and seasons Appropriate dress and activities for day and seasons Write and Read: List of kinds of days and their activities: rainy, sunny, windy Seasonal stories Listen: Weather story read by teacher To children make sounds of thunder, wind, rain, etc.	Size & Amount terms: Many - few High - low Short - long More - less, etc. Time terms: Day - night Today - tomorrow - yesterday Month - week - year Counting: Rote Rational Number recognition on calendar	Make a classroom calendar for pictures Place appropriate weather pictures on calendar each day Paint pictures illustrating types of weather and seasons Seasonal decoration of room Play games appropriate for weather and season Sing songs about weather and seasons
Discussion: What things are seen around the room; school; neighborhood Write and Read: Chart story about walk around school; neighborhood Safety in travel - List of safety rules	Vocabulary: Location terms Under - over; left - right; far - near; in front of - in back of; next to; etc. Count: Houses on walk; children on walk	Draw map of the classroom; school area; neighborhood Build sand-table map of neighborhood Draw pictures of things seen on walks Label room walls - North; South; East; West
Discussion: Earth's composition - land; water; etc. The Sun's function - light; heat Earth's neighbors Write and Read: Chart story about earth and its neighbors	Count: Earth's neighbors Abstract forms Time terms: Day, night, evening, etc. Directions East; West; etc. High - low; overhead	Draw pictures of day-time activities; night-time activities Sing songs about Earth and Planets Make a scrapbook - put in pictures of day and night phenomena: moon, star, sun, etc.
Discussion: Various kinds of animals What they do How we use them Write and Read: Chart story about trip to farm; zoo Listen: To stories read by teacher about plants and animals Tell: About pets and their care	Count (Rationally) Animals; plants Vocabulary Size & Amount terms: Location terms Comparative terms; Small - er - est; Big - ger - est; etc. Time: Morning, noon, afternoon, etc.	Sing songs about animals Rhythmic activity - imitating gait & sounds of animals Listen to records of animal sounds Clay models of animals Classroom garden, aquarium, terrarium, menagerie Gather and identify items which are products of plants and animals Play games with plants and animals - "Lotto"
Discussion: Various signs and signals: characteristics, use, what we should do in response Write and Read: List of signs and signals Behavior appropriate to signs and signals	Abstract forms Circle, square, hexagon, triangle, etc.	Make warning signs Play a game involving behavior in response to signs Sing songs involving auditory recognition of signals Play matching game with signs

LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

P.L.S. #4 involves the essential habits, attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment.

Intermediate

A. Develops ability to interact with the social environment
   (1) Learns reasons for appropriate responses
   (2) Learns value of appropriate manners
   (3) Learns more social experiences
   (4) Learns the value of cooperation
   (5) Learns to interpret the responses of others

B. Develops ability to interact with the technological environment
   (1) Becomes acquainted with tools and sources of energy
   (2) Begins to select and use appropriate tools
   (3) Begins to use household tools
   (4) Begins to use common instruments of communication
   (5) Begins to use common means of transportation

C. Develops ability to interact with the physical environment
   (1) Adjusts to atmospheric conditions
   (2) Expansion of local environment
   (3) Exploring the universe
   (4) Plant and animal life
   (5) Reacting to signals

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

Practical Arts, pages 81-86. for an illustrative unit on USING A RULER

See Bulletin 21-C, pages 117-165, for suggested and illustrative units on THE DAIRY, THE FARM, FOODS IN OUR LOCALITY, THE GROCERY STORE, HATCHING CHICKS AT SCHOOL, THE POST OFFICE, RESTAURANTS and SUPERMARKETS.

P.L.S. #4

INTERMEDIATE A. Develops Ability to Interact with the Social Environment

Aims	Center of Interest Units	Introductory Discussions
(1) REASONS FOR APPROPRIATE RESPONSES	The Post Office The Gas Station Community Workers Gas station attendent Mailman Bus driver Community Protectors Fireman Policeman	Discuss the way we respond to various people Various ways of responding Various community members talk to class: doctor, policeman, etc. Class visit: fire dept., police dept.
(2) THE VALUE OF APPROPRIATE MANNERS	Good Manners Courtesy In speaking In doing In writing	See film on Courtesy Bulletin board display of pictures of children cooperating Present a sociodrama about courtesy
(3) MORE SOCIAL EXPERIENCES	Recreation in Our City Shopping in Our City Visiting: Schools Museum Family Etc.	Bulletin Board display showing various social settings Display posters describing various activities Discuss characteristics of various social situations: the theater, the restaurant, home, neighbors Take a trip to various places to experience a "social situation" Receive an invitation to a social activity
(4) THE VALUE OF COOPERATION	Cooperation: At home At school At play At work	Bulletin board display of: People working or playing cooperatively A fund raising drive Socio-drama showing both co-operativeness and uncooperativeness Discuss the concept of cooperativeness See films on cooperation Observe the "fruits" of cooperation - project completion, etc.

Language Arts	Number Concepts	Related Activities
Discussion: Services the various people perform in relation to pupils Distinguishing characteristics of various public servants Equipment used by the public servants Read and Write: Chart story about the various helpers List of jobs which the parents have Spell: Words in the unit Listen: Stories read by the teacher Pupils tell about parents' jobs	Count: Kinds of public servants Kinds of equipment Vocabulary: Size & Amount terms Comparative terms Computation based on situational problems	Dramatizations with students responding to public helpers Creative play depicting the roles of various community helpers and the proper responses to them Trips to various locations: stores, post office, doctor's office, etc. Make a scrapbook of the community helpers and protectors Make a mural depicting the jobs of the parents and the role of the various community helpers
Discussion: What manners are Observations of good manners and courtesy in others Ways pupils can improve their own manners Appropriate manners for various social experiences Why we use good manners Write and Read: "Thank you" notes Invitations Simple letters and cards Listen: Without interrupting For inclusion and exclusion of appropriate manners	Time and dates: Length of visit - how long to stay and the interval before which to write a "thank you" note Number recognition: Addresses, telephone numbers, room numbers Money: Coin value, stamps, etc. In buying and mailing courtesy gifts	Socio-drama of situations which require the use of manners Trips to various places to practice using good manners: theater, museum, restaurant, etc. Send letters and cards Have a classroom "host" and "hostess"
Discussion: Appropriate behavior and attire Write and Read: List of social settings Appropriate behavior - rules of Chart story about class trip Tell: About personal experiences in various social settings	Time Minutes, hour, half-past, tomorrow, week, etc. Measures Clock, watch, calendar, etc. Money Penny, nickel, dime, etc. Pay, price, admission, etc. Compute Cost of various activities Cost of transportation Amount of food for party Distance	Mural showing various social experiences Make a scrapbook of pictures of various activities A map of city showing places for social experiences A bulletin board display of proper attire for various social settings Committee work to draw up rules for behavior for the various social experiences Have classroom dance and/or party
Discussion: Characteristics of a cooperative person The value of cooperation Situations in which cooperation is a part Write and Read: The characteristics of cooperativeness Chart story about value of cooperation Story from book illustrating cooperation Classroom duties	Time Schedule for performance of classroom duties Dates on calendar Budgeting of time Money Counting money collected in fund drive Budgeting	Free play in cooperative games Supervised cooperative play Dramatization of experiences relative to cooperation Mural depicting cooperative activities Craft activities involving cooperation Children bring to class an item as part of a larger project Fund drive Performance of classroom duties Scrapbook correlated with units

P.L.S. #4

Aims	Center of Interest Units	Introductory Discussions
(5) INTERPRETING RESPONSES OF OTHERS	Reading Expressions: Facial Gestural Etc.	Creative drama showing various responses to acts performed by pupils Bulletin board display of various facial expressions

INTERMEDIATE B. Develops Ability to Interact with the Technological Environment

Aims	Center of Interest Units	Introductory Discussions
(1) ACQUAINTANCE WITH MORE TOOLS AND SOURCES OF ENERGY	Caring for Tools How We Work Sources of Energy How We Make Things Go	Bulletin board display of common tools: scissors, paper cutter, sewing machine, compass, screw drivers, etc. Bulletin board display of sources of energy: horse and wagon, sail boat, electric train, etc. Free play with various toys: electric train, boats in water, magnet, etc. Discuss kinds of tools and activities involving the use of these tools Demonstration of how tools work
(2) SELECTING APPROPRIATE TOOLS	Tools and Their Jobs	Display of various kinds of tools used for jobs: plumbing, minor electrical, carpentry, etc. Discuss kinds of jobs and the relationship to tools: shovel - digger, snow; tractor - farmer; etc. Film or slides about tools
(3) USING HOUSEHOLD TOOLS	Household Tools Homemaking	Display of common household appliances Bulletin board display of common household tools: toaster, measuring cups, electric mixer, etc. Take a trip to an appliance store

Language Arts	Number Concepts	Related Activities
Discussion: Various emotions How emotions manifest themselves The meaning of various expressions of others in relation to themselves Write and Read: Stories: tell whether they are "happy" or "sad" Spell: Words in unit Tell: When and why they experienced emotions Show how they acted and describe how they felt		Group creative play - expressing feelings of being happy, sad, etc. Make a scrapbook of the various expressions of emotion and give their meanings Socio-drama on how to deal with another person's anger

Language Arts	Number Concepts	Related Activities
Discussion: Care, use, cost and storage of tools; where tools are purchased Kinds of energy: electric, wind, water, muscle, etc. Write and Read: Expand list of tools How tools are used Where tools are purchased List of kinds of energy Spell: Names of tools Names of stores Kinds of energy Tell: About new toys that "go"	Time: Scheduling Place and Position terms Comparative terms: Fast - slow Weak - strong Heavy - light, etc. Measures Rules, clocks, cups, quarts, etc. Combining numbers Adding lengths of time, physical materials, figuring amount of time spent in duties	See film about tools and their development Perform duties using tools Make a simple tool chest Hand sew small covering to protect small tools Make a mural showing historical development of tools - hammer, ax, etc. Build boat and sail it Fly kites Acquaint selves with various types of electric switches Build windmill - windvane that is operated by heat
Discussions: Of slides - "Who is this?" What kind of job does he do? What tools does he use? What tools are appropriate to various jobs How their fathers use various tools Write and Read: List of jobs and the tools used for them List of rules for the use of tools	Measurement problems: Adding and subtracting Money: Value Comparing costs - expensive - inexpensive	Make various items with tools: tool chest, patchwork quilt, cage for classroom pets, book stand, creative stitchery Display items which the children have made Bulletin board display of jobs and the tools used for them Role playing showing proper and improper use of tools Make simple repairs Make a "Do It" Book
Discussion: Uses of household tools Care of household tools Daily, weekly, seasonal Storage of household tools Efficient management of equipment: location, cost, maintenance, purchase, work habits - cleanliness, safety, etc. Write and Read: List of household tools Simple operating instructions Spell: Words in unit	Measurement: Measuring cups; quantities used for baking and construction; time required for using household tools Computation problems	Furnish a doll house Using household tools for simple jobs Bake cookies; etc. Make a scrapbook of household tools and their jobs Take an inventory of tools used at home

P.L.S. #4

INTERMEDIATE B. Develops Ability to Interact with the Technological Environment

Aims	Center of Interest Units	Introductory Discussions
(4) USING COMMON INSTRUMENTS OF COMMUNICATION	Delivering a Message Sources of Information The History of Communication	Distribution of *Weekly Reader* Discuss The various modes of communication How we use these modes of communication Modes of communication as a source of information Take a trip to The public library, a radio station, TV station, etc. Bulletin board display of modes of communication: newspaper, magazines, letters, record player, etc. "Message to Garcia" type of games
(5) USING COMMON MEANS OF TRANSPORTATION	Transportation Traveling	See film about means of transportation Discuss a teacher-made mobile Display travel posters from a travel agency Display pictures with various modes of transportation Display of models of the various types of transportation Children report of family trips they have made

INTERMEDIATE C. Develops Ability to Interact with the Physical Environment

Aims	Center of Interest Units	Introductory Discussions
(1) ADJUSTING TO ATMOSPHERIC CONDITIONS	In and Out of Season Clothes Food Measuring the Weather Weather Seasonal Activities Baseball Ice Skating Basketball Etc.	Bulletin board display of various weather conditions Picture display of the four seasons Take a walk Picture display of appropriate clothing for weather and seasons Discuss Preparation for seasonal changes Characteristics of the seasons The relation of the seasons to activities Seasonal foods
(2) EXPANSION OF THE LOCAL ENVIRONMENT	The City The County The State	Take a bus trip to a neighboring city; town Discuss A simplified map of the state The shape, size, physical features - hills, plains, rivers, lakes, etc. of the state Display pictures of various surface features - hills, plains, rivers, etc.

Language Arts	Number Concepts	Related Activities
Discussion: Good telephone habits Relationship of needs to means of communication Where to find information Jobs related to various means of communication Write and Read Stories about early means of communication Letters to one another New items brought in by class members Spell: Words in unit Vocal Expression: Clear speaking Connected thought	Time: Sequence Length of time needed for various means of communication: telephone, letter, telegram etc. Schedules for radio and TV programs Computation Cost of telephone calls, newspapers, magazines Money Making change	Make a simple telephone directory Prepare a classroom newspaper Use of various means of communication: telephone, letter, radio, TV, etc. Drama of historical aspects of communication Classroom news program: TV or radio type Play information—giving games
Discussion: Kinds of transportation Advantages and disadvantages of the different modes in respect to locale Advantages and disadvantages of the various modes Commercial use of transportation Ways the family can take a trip Write and Read: Ways of traveling Experience charts Stories of transportation History of transportation Safety rules of transportation Read directions Time table Tell: About family trips	Compute: Costs of travel Travel time Distance Comparative costs Distance terms Mileage Quantity terms Direction terms Measurement terms Money Recognition of coins, bills, etc. Making change	Display pictures of the different modes of transportation Draw, color, paint the modes of transportation Make a survey of local transportation facilities Take a trip using as many modes of transportation as possible Trace the path of a product shipped commercially - send for a product or for information Make a scrapbook of a class or a family trip
Discussion: Kinds of clothing Preparation for the seasons Seasonal safety precautions Elementary factors influencing the weather What is done at home to prepare for the seasons Write and Read: Weather stories; forecasts Chart story to illustrate seasonal activities List of safety precautions	Measurement Thermometer Humidity Wind speed and direction Calendar: dates - relation to season. Computation: Temperature changes Amount of precipitation	String painting using colors appropriate to season Knitting simple scarfs Make bird house; boot scraper Make a barometer Make seasonal diagrams Classroom cleanup - store seasonal equipment Sing songs about season Participate in seasonal sports
Discussion: State history Things seen on class trip Travel safety Other trips the children have taken - what they saw Write and Read: Story of class trip Story of trips Chart story about city and state Names of features of the environment Simplified state history	Size and Amount terms Distance terms Relative population Comparative terms	Look at scenic slides of state Visit: the museum; the State Historical Museum Classroom display of state products Make a scrapbook of the history of the community Make a mural showing the physical features of the local environment Sing songs

P.L.S. #4

INTERMEDIATE C. Develops Ability to Interact with the Physical Environment

Aims	Center of Interest Units	Introductory Discussions
(3) EXPLORING THE UNIVERSE	Our Planet A Trip to the Moon Our Skies	See film about the Solar System Discuss mobile of the Solar System Mechanical model of Solar System - display and discuss Display of space vehicles: airplane, weather balloons, rockets, space ships, etc. Display of materials of which the earth is composed: soil, rocks, sand, water - fresh and salt, etc.
(4) PLANT AND ANIMAL LIFE	Pet Day at School Products From Plants and Animals: Food Clothing Etc. Caring for plants and animals	Display of plants and animals (adding to the number of wild and domestic animals and plants from the primary level) Display of products from plant and animal life Take a trip to: a farm, a zoo, an arboretum, aquarium, a fish hatchery, etc. See films about plants and animals
(5) REACTING TO SIGNALS	A Day at The Firehouse The Police Station The Hospital Signals	Discuss: safety posters; warning signs - danger, poison, handle with care, etc. Have visitors in class: an ambulance driver, a traffic officer, a railroad engineer, etc.

Language Arts	Number Concepts	Related Activities
Discussion: The earth's composition. Land forms: continent, island, oceans, etc. Neighboring planets The effect of the sun and moon on the earth: day and night Space travel Write and Read: Chart story about the earth, its neighbors, space travel Read: News story about preparation for space travel Story about space - land: Mars	Size & Amount terms Comparative terms Distance terms Computation: Addition and subtraction of problems relevant to unit	Construct simple mobile of the Solar System Begin rock collection Collect pictures for a scrapbook Flannel-graph display Make "space suits" Creative drama A trip around the earth A trip to a planet Draw pictures of space vehicles Construct a space puzzle Take a trip to a planetarium
Discussion: Gross characteristics of Plants - leaves, buds, stems, etc. Animals - body parts Products received from plants and animals (raw to finished products) Care of pets Care of classroom plants Trip(s) - what was seen Uses of products Plants and the seasons Schedule of caring for classroom plants and animals Write and Read: List of foods: where they come from; meals used in List of clothes: where they come from; relationship to weather and season An animal story Read: Instructional material about the care of plants and animals High interest-low vocabulary science stories Newspaper ads Spell: Words in the unit	Computation Costs of caring for pet for one week; for one month Problems about raising plants: number of pots, cost of seeds, space needed, etc. Costs of clothing Schedule for caring for plants and animals: amount of time, when, etc.	Care of classroom animals and pets at home Collect pictures for scrapbook showing animals and plants and their products Collect different species of plants, etc. "Species Hunt" Make a terrarium Raise plants from seed
Discussion: Various kinds of signs and signals: warning signs, traffic signs, directional signs Appropriate behavior in response to the various signs and signals Rules for fire drill The importance of signs and signals Write and Read: List of safety rules List of responses appropriate to the various signs and signals Spell: The words in the unit	Abstract forms	Have fire drill Classroom display of various signs Listening games - for signals Practice safety on class trips

LEARNING TO HANDLE AND ADJUST TO ONE'S SOCIAL, TECHNOLOGICAL AND PHYSICAL ENVIRONMENT

P.L.S. #4 involves the essential habits, attitudes and skills necessary in using social amenities and customs, using tools and mechanical equipment and in understanding and adjusting to the physical environment.

Secondary

A. Understands interaction with the social environment
  (1) Initiates various types of social contacts
  (2) Takes responsibility for the use of proper manners
  (3) Takes responsibility for his behavior in various social experiences
  (4) Takes responsibility for cooperating with others
  (5) Begins to behave in accordance with the responses of others
  (6) Begins to generalize his modes of behavior to new situations

B. Understands interaction with the technological environment
  (1) Makes use of appropriate tools to perform routine jobs
  (2) Uses household tools in the service of others and oneself
  (3) Takes responsibility for correctly using tools
  (4) Makes use of appropriate means of communication to meet his needs and the needs of others
  (5) Takes responsibility for the proper use of the various means of communication
  (6) Makes use of and develops the ability to select the means of transportation suitable to his needs

C. Understands interaction with the physical environment
  (1) Adjusts to atmospheric conditions
  (2) Develops an understanding of environmental characteristics
  (3) Understands the nature of the universe
  (4) Participates in various experiences involving plant and animal life
  (5) Takes responsibility for appropriate actions in response to various signals

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded,** Vol. II, Practical Arts, pages 5-14 for illustrative units in the area of HOMEMAKING AND HOME MAINTENANCE and pages 15-26 for units on HOME MECHANICS.

See Bulletin 21-D, pages 63-67 for units entitled PAPER UNIT and WILL I BE ABLE TO DRIVE A CAR? Also see ralated units on pages 75-85 dealing with THE LAW, CITIZENSHIP and LOCAL, STATE AND FEDERAL GOVERNMENT. Also see pages 25-29 and 40-51.

P.L.S. #4

SECONDARY

A. Understands Interaction with the Social Environment

Aims	Center of Interest Units	Introductory Discussions
(1) INITIATES VARIOUS TYPES OF SOCIAL CONTACTS	Making Friends Interest in other people	Bring a new pupil to the lunchroom so he would not be alone: Introduce new pupil to class, the principal, the guidance director, etc. How to make friends in your neighborhood Fill out a questionaire "What kind of friend are you?"
(2) TAKES RESPONSIBILITY FOR THE USE OF PROPER MANNERS	Developing Good manners in conversation Dating While eating With a guest At home At school At church At a theater	Film Social courtesy "Mind Your Manners" Bulletin board With the magic words Thank you Pardon me Excuse me
(3) TAKES RESPONSIBILITY FOR HIS BEHAVIOR IN VARIOUS SOCIAL EXPERIENCES	Shopping in our town A theater party A mixer at school A dinner party	Attend a dinner sponsored by a local club or organization Discussion Good manners at a dinner party Chart Rules for making introductions at a dinner party
(4) TAKES RESPONSIBILITY FOR COOPERATING WITH OTHERS	The value of cooperation: At home At School At play At work With community helpers	On the chalkboard Questions to answer true or false Do you like to help others Do you like to cooperate in work and play activities with others Are you a cooperative person Film "Cooperation"
(5) BEGINS TO BEHAVE IN ACCORDANCE WITH THE RESPONSES OF OTHERS	Emotional growth: Dating	What is emotional growth: Film "Dating: Do's and Dont's" A visitation to classroom of the Guidance Director to discuss problems of dating A class survey Present each pupil with a questionaire How frequently should you date Should girls ask boys for dates

Language Arts	Number Concepts	Related Activities
Discussion: Why we should be interested in people What is a friend Spelling: Friend Friendly Friendliness Cheer Cheerful Cheerfulness	Comparative terms Number recognition Addresses and telephone numbers of friends in class	Role Playing: How to develop the habit of friendliness, cheerfullness and being complimentary Chart Good Habits: Habit of friendliness Habit of cheerfulness Habit of giving compliments Telephone conversation Calling a new pupil Film "The Act of Being Thoughtful"
Discussion: What are good manners Ways pupils can improve their own manners Speaking: Tell stories stressing good manners Listening: To tape recording of their conversation Spelling: Spell the magic words	Money Coin values Time Length of conversation	Chart Listing the magic words Role Playing Illustrate *good* and *poor* manners in different social experiences Dating, while in a cafeteria Arts and crafts Cartoons Using magic words
Discussion: The desirable characteristics of a good guest Writing: An invitation to the dinner party Thank you notes Vocabulary development: Social relationships Social maturity Introductions Self consciousness	Money Cost of the Dinner Transportation to and from	Collection of pictures on bulletin board showing teenagers at a party Role Playing Person to person contact—thanking for the dinner party Chart Rules of Emily Post A class dinner party
Write: A list of ways one can share things Spelling: Vocabulary words Cooperative words Helpful Cooperate Cooperation Cooperative Listening: How other pupils have cooperated in different ways Discussion: How do you act your age	Time schedules for performing certain duties At school, home, at work, etc. Money: Contributions to fund drives within their community	Posters For fund drives Dramatizations Showing how to cooperate in a classroom Games requiring cooperation
	Time: Hour to get in Money: The family car Cost Depreciation Budgeting Expenses on a date Flowers Food	Panel discussion on Problems centering around dating such as going steady, hours to get in, necking, etc. Chart Dating manners for girls Dating manners for boys Role playing Boy calling for a girl The girl introducing boy to her parents

SECONDARY

A. Understands Interaction with the Social Environment

Aims	Center of Interest Units	Introductory Discussions
(6) BEGINS TO GENERALIZE HIS MODES OF BEHAVIOR TO NEW SITUATIONS	Crisis Encountered: Loss of parents "Too" early marriage Moral decisions Accepting foster parents New privileges and new obligations Freedom Owning your own car Earning your own money	Film "Sharing Work" "Wise Buying" Socio-Drama Between two teenage people over the use and up-keep of the car Role Playing I'm a wise spender

SECONDARY

B. Understands Interaction with the Technological Environment

Aims	Center of Interest Units	Introductory Discussions
(1) MAKES USE OF APPROPRIATE TOOLS TO PERFORM ROUTINE JOBS	Different Kinds of Tools Plumbers Mechanics Carpenter Janitorial Garden tools Common household tools	Displaying, identifying and using tools Bulletin board Display of the different kinds of seeds Film "Types of Tools and Their Uses"
(2) USES HOUSEHOLD TOOLS IN THE SERVICE OF OTHERS AND ONESELF	Domestic Labor Butler Maid Child care attendant	Visitation to class by an employer Field trip to the Employment Office Film "Vocations"
(3) TAKES THE RESPONSIBILITY FOR USING THE VARIOUS HOUSEHOLD TOOLS CORRECTLY	Household Tools Safety Responsible use and care of household tools	Field trip to an Appliance Store Bulletin Board display of safety posters Film "Household Safety"

Language Arts

- Discussion:
  - What age should we assume our own responsibility
- Vocabulary development:
  - Obligation
  - Privileges
  - Freedom
- Writing:
  - List the things you could do at home if you are able to be recognized as an adult member of the family

Number Concepts

- Money:
  - Cost of the car
    - Gas
    - Miles per gallon
  - Budgeting your earnings
- Distance:
  - Reading
  - Highway maps
  - Distance between places
- Geometric forms

Related Activities

- Chart
  - Listing the ways you can accept new obligations with your new responsibilities
- Demonstration
  - Showing that the person is responsible when it comes to driving a car
- Bulletin board
  - Standard highway signs

Language Arts

- Discuss:
  - Care and use of tools
- Writing:
  - Business letter ordering seeds from a seed catalog
- Reading:
  - Planting instructions or directions on how to plant seeds
- Spelling:
  - Kinds of tools
  - Kinds of seeds
  - A garden vocabulary
- Discussion:
  - Location of a garden
  - Kind of soil best suited for different seeds
    - Value of fertilizer
    - Watering

Number Concepts

- Making to scale-model of a garden plot
- Measurements:
  - Number of seeds per inch
  - Planting depths
- Time:
  - When planted
  - When sprouted

Related Activities

- Experiments
  - Planting—garden seeds in different kinds of soil
  - Field trip to a greenhouse
  - A visitation to class by a community resource person
    - County Agent
- Role Playing
  - Telephoning—asking Floral Company to visit their greenhouse

- Writing:
  - Letters to the Employment Office — applications for employment
  - Answering an ad in the local paper
  - Evaluation of field trip
- Discussion:
  - An oral evaluation about the field trip
  - Proper use of tools as an employee
  - Proper conduct of a maid
    - Personal grooming
- Listening:
  - Follow directions given orally by employer

- Time:
  - Making a time schedule
    - Money
    - Wages
    - Budget

- Role Playing
  - How to apply for the job of a maid
- Visitation to class by a former pupil stating his personal experiences
- Demonstrations
  - Proper use of
    - Steam iron
    - Vacuum cleaner
    - Washer and dryer
    - Other home appliances by the Home Agent
- Film
  - "Safe Use of Tools"

- Chart:
  - The proper use of household tools
- Writing:
  - Making a list of household tools used daily, weekly, or seasonally
- Discussion:
  - Quality vs. price
  - Importance of every day maintenance
  - Danger of faulty equipment

- Installment Buying
  - Life expectancy and appliances
    - Warranty
    - Guaranty
- Measurements:
  - Appropriate amount of ingredients, etc. to be used
    - ¼ cup soap, etc.
- Time Cycle:
  - Reading the meter
    - Water meter
    - Electric meter

- Illustrations
  - On bulletin board on safety—posters
- Demonstrations
  - How to repair electric cords
- "Match Ups"
- Repairing appliances

P.L.S. #4

Aims	Center of Interest Units	Introductory Discussions
(4) MAKES USE OF APPROPRIATE MEANS OF COMMUNICATION TO MEET HIS NEEDS AND THE NEEDS OF OTHERS	History of Communications Communication Telegraph Cable Wireless Hot line Radio TV Telephone	Mock phones from the Telephone Company The telephone kit Bulletin Board Many modes of communication Film "Bell"
(5) TAKES THE RESPONSIBILITY FOR THE PROPER USE OF THE VARIOUS MEANS OF COMMUNICATION	Proper Use of the TV, Radio, Telephone	Community Resource Person Telephone service man How does a telephone help us in daily living Film "Proper Use of Telephone"
(6) MAKES USE OF AND DEVELOPS THE ABILITY TO SELECT THE MEANS OF TRANSPORTATION SUITABLE TO HIS NEEDS	Modes of Travel Suitable to our Needs Car Bus Railroad Airplane	Display of Travel Posters Films "Completion of the First Continental Railroad" "Travel in the U.S. in 1840" "Travel in the U.S. Today"

SECONDARY

C. Understands Interaction with the Physical Environment

Aims	Center of Interest Units	Introductory Discussions
(1) ADJUSTS TO ATMOSPHERIC CONDITIONS Learns to distinguish between various types of weather and seasons Participates in activities appropriate to various kinds of weather and seasons	Weather Factors: Temperature Humidity Wind Condensation Air Pressure Forecasting Storm Areas: Local storms General storms	Film Type of storm TV weather report Bulletin board Weather maps from local papers Field trip The local weather station

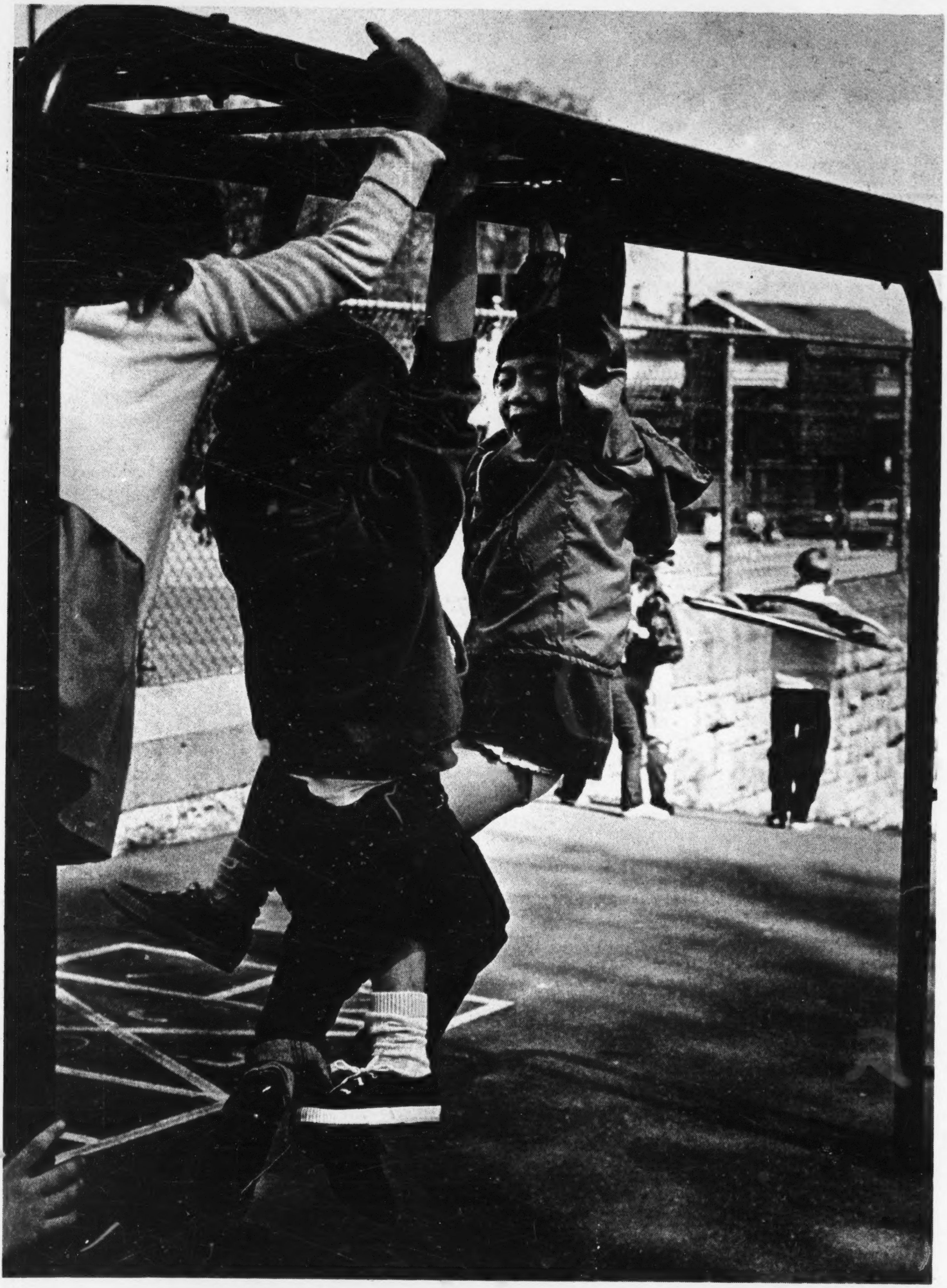
Language Arts	Number Concepts	Related Activities
Reading: Read the biography of Bell Reference work in library on communications Spelling: All words in this unit Discussion: Proper usage of the telephone How to handle telephone in emergencies Police Fire	Time: When all the modes were invented or discovered Phone Rates Extra phones Long distance calls How the phone directory is set up Code numbers on bells	Role Playing: Telephone conversation Social Emergencies Business Party lines
Writing: Make a list of our responsibilities in taking care of the various means of communication Spelling: Words correlated with this unit prefix tele	Money: Operation of a pay phone Comparative study in regards to dates when these various means of communications were invented	Bulletin Board Display the list made in Language Arts Posters Do's and Don'ts in the use of the telephone Panel Discussions Radio vs. TV Telephone vs. telegram
Discussion: Wording telegrams Business Friendly Discussion Mode of travel each pupil would prefer and why Imaginary journey across U.S. in 1840 - 1970 Reading: History and transportation Important inventors Spelling: Words to correlate with unit, example: Transport Transporting Exports Imports	Comparative Study in the modes of travel in 1840 and 1970 Cost of a trip by Car Bus Railroad Airplane Trailer or Mobile home Mileage Miles per hour Directions Figuring the mileage on maps (scale) Time How fast by car, bus, rail and air	Make Models of Airplanes Scrapbook on modes of travel Mural Depicting the progress in the history of transportation Role Playing Buying your ticket at a railroad station, bus depot, airport

Language Arts	Number Concepts	Related Activities
Discussion Different kinds of storms found in local area—state, nation and world Hurricane Cyclones Typhoons, etc. Reading Visitation to the Public Library. Each pupil will get a book on storms Reference work in school library on various kinds of storms Writing Write a descriptive paragraph about each different kind of a storm Letter to insurance company asking about wind insurance Spelling Words in unit	Air pressure At sea level On surfaces of tables, etc. Measurements Barometer Relative humidity Temperature	Bulletin Boards Pictures of types of cloud formations Crafts Windicators Barometers Experiments—Demonstrations Evaporation of water Water cycle Air pressures Log Day to day log of local weather

P.L.S. #4

Aims	Center of Interest Units	Introductory Discussions
(2) DEVELOPS AN UNDERSTANDING OF ENVIRONMENTAL CHARACTERISTICS	Material Resources Located in local area, State, U.S. and World Physical Features of our City, County, State, U. S. and World	Field trip to the Experimental Station Displav on Bulletin boards of various surface pictures — hills, plains, forests, mountains, etc. Films Showing the terrain of other countries
(3) UNDERSTANDS THE NATURE OF THE UNIVERSE	Our Planet The sun Our sky Other planets Trip to the moon	Mechanical model of the Solar System Field trip to the nearest telescope
(4) PARTICIPATES IN VARIOUS EXPERIENCES INVOLVING PLANT AND ANIMAL LIFE Begins to Identify various kinds of plants and animals Helps to conserve and care for various kinds of plants and animals Use the products of plants and animals	Raising plants Products of Plants Raising Animals Products of Animals	Field trip to slaughter house Displav table of many products from animals and plants
(5) TAKES RESPONSIBILITY FOR APPROPRIATE ACTION IN RESPONSE TO VARIOUS SIGNALS	Signs and Signals	School have a Fire Drill and Evacuation Drill Community resource person The fireman The ambulance driver

Language Arts	Number Concepts	Related Activities
Discussion Why the people of other countries build their houses differently Grammar Adjectives to describe each of the physical features; or nouns — rolling hills Spelling Spelling geographical words: hill, plain, forest. lakes. rivers. mountains, etc.	Comparative Terms Lakes Great Lakes Size Shape Interior Lakes Altitudes	Scrapbook Identification of many important physical features throughout the world Mural Showing physical features of local area Crafts Relief maps
Discussion Discuss the articles in the newspapers and magazines about the progress on the trip to the moon Composition of the moon Reading Read library books about space and prepare a book report Writing Keep an imaginary diary of the trip to, on and from the moon Spelling Words in unit	Comparative terms Size of the earth and moon Weight — human Time elements Night and day Circumference Radius Diameter Area of a circle	Role Playing Plan an imaginary trip to the moon Field trip to the Library to get books for space Scrapbook Begin scrapbook about the moon All articles found in newspapers and magazines Make model space crafts
Discussion Origin of the various products What are the important uses of the products Consumer buying Reading Read — Wisconsin the Dairy State Spelling Words that correlate with unit Writing A letter asking permission to visit a cheese factory	Percentage The amount of the different materials in the finished product Cooperative study Quantity and price relationship Problems in consumer buying	Bulletin Board A mural depicting the stages from raw to the finished product Field trip to Milk drying plant Ice cream factory Cheese factory
Reading Read directions on card about fire drills Evacuation drills in the school and in city buildings Ability to read these signs instantly Danger Caution, etc. Read pedestrian and traffic signs Read such signs as "No Smoking" Spelling Be able to spell words like Danger Caution Stop, etc.	Charts Keep an account of each drill, the minutes and seconds Comparative study Speed limits Various seasons Winter Summer Braking time When applying brakes Costs Various kinds of insurance	Crafts Make minature signs and signals Role Playing Various emergencies Using the fire alarm Call the Fire Department ambulance Emergency survival shelter Plan and develop a display for inclusion in a bomb shelter



LEARNING TO KEEP HEALTHY

P.L.S. #5 involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.

Primary

A. **Begins to understand and practice good physical health**
   (1) **Our bodies**
   (2) **Good nutrition**
   (3) **Personal health and cleanliness**
   (4) **Rest**
   (5) **Good posture**

B. Begins to understand health services

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 15+A **Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II The Practical Arts,** pages 59-74, for games and activities at the primary level under the section KEEPING HEALTHY THROUGH PLAY.

See Bulletin 21-B, Vol. I, pages 3-13, for suggested units on KEEPING HEALTHY and SKILLIE THE SKELETON: BASIC FOODS. Also see pages 15-18, for the unit WHY TEACH SAFETY AND HEALTH?

In Vol. II, pages 84-89, see the activities on health and safety in THE HOME. Also see pages 116-119, for health concepts in the unit PETS, and pages 126-129, THE CIRCUS.

P.L.S. #5
PRIMARY

A. Begins to Understand and Practice Good Physical Health

Aims	Center of Interest Units	Introductory Discussions
(1) OUR BODY	Motor Function Arms, hands, etc. Organic Function Digestive Tract Circulatory System Skeletal System Nerve System Keeping body working well Good food Rest, sleep and relaxation Exercise Recognizing illness and self care Cleanliness	Identify and discuss each part of the external body Identify and discuss each organ system Need for good food, exercise, rest, etc.
(2) GOOD NUTRITION	Animal and plant needs for good health and growth Human needs for good health and growth Good nutrition Proper diet Balanced meals Good eating and chewing habits	What do we need for good health and growth? Introduce concepts of body needs for vitamins, minerals, oxygen, water, etc. Basic good foods eaten daily Introduce idea of too much or too little of the right foods
(3) PERSONAL HEALTH AND CLEANLINESS	Clothing Proper seasonal clothing Care of clothing How clothing protects us Health How doctor and dentist help us Prevention of diseases Reason for vaccination, innoculation, etc. Health habits Washing Bathing Brushing teeth Cleaning fingernails Combing hair Use of handkerchief Toilet habits Proper diet Daily inspection	Care of body, functions of body, prevention of sickness and disease Proper clothing and good grooming Children washing, brushing teeth, etc. Proper seasonal clothing Correct clothing for boys and girls, articles of good grooming (comb, toothbrush, soap, etc.) Human body with labels
(4) REST	Importance of rest and sleep to good health Physical Education Teach "quiet" games Music What music is restful	Need for sleep, rest and relaxation Relaxation Quiet games and soft music Tell a story

Language Arts	Number Concepts	Related Activities
Discussion Each part of external body and its function Writing Simple body parts Labeling parts of body Discussion Each organ system and its function Writing Basic organ parts Labeling Organ parts Discussion Body needs	Daily, bi-weekly or weekly growth charts with height and weight Counting toes, fingers, etc. Adding—five fingers and five fingers, etc. Reading scale and height measurements; learning pounds, ounces, feet, inches Learning beat to music: one, two, three or other beat times	Have each student compose a "What I Am" booklet containing height and weight charts, color of eyes, hair etc., a photo if available and a set of fingerprints showing how each child is an individual regardless of apparent similarities Pictures of external and internal bodies with student attached labels may also be included Rhythm dances emphasizing each external body part and using that part Using biological samples to show internal structure of animal life and how the systems are basically the same. Use fish to show difference between lungs and gill system. Allow children to explore samples on their own and answer questions they ask Begin to introduce the student to good care and nutrition section by giving them plants to grow and care for
Discussion Naming of foods Foods associated with meals and special occassions: picnics, parties Good between meal snacks Trying new foods Avoiding waste of food Recognize and Verbalize Names of common foods Nutritional value Food containers	Counting time Cost of basic foods such as milk, bread, etc. Counting milk cartons, coins, etc.	Eating together Setting a table Table manners Use of play or real food prepared, if possible, and served by students Eating in a restaurant Ordering from a menu (milk, cookies, etc.) Collect pictures of favorite foods from newspaper and magazines and to "What I Am Book"
Discussion Body care Reasons for cleanliness Good health habits Good grooming habits Recognition of danger from contagious disease Recognition of illness Self care when sick Read and Write Terms for parts of body Health habits Experience charts Names of articles of clothing Names of grooming articles	Time When to practice health habits Frequency of practicing health habits Length of time to spend on each health habit Money Cost of grooming articles Clothing prices (relate to proper care) Counting Articles of clothing Grooming articles Stars, etc., on good grooming charts	Make good grooming chart Practice dressing and undressing Displays of good grooming articles Displays of clothing for different occasions Scrapbook of clothing and grooming articles Make seasonal clothing for paper dolls Dress and undress dolls Cleaning up activities Care of "sick" dolls Visit a doctor or dentist's office to observe equipment, etc.
Discussion Good ways to rest during the day How we feel if we don't get enough sleep and rest Why we need sleep Growth Health and energy Proper sleeping habits Reading Oral reading of the chart story Writing Pupils copy chart story Spelling related words Sleep, rest, play	Make clock faces on paper plates Show time to go to bed Time to get up Time for rest period Group chairs for storytime relaxation Count the chairs needed	Collect pictures of people and animals resting and sleeping Demonstrate comfortable resting positions Form habit of taking regular rest period Make name tag for rest mat or rug

P.L.S. #5

PRIMARY

A. Begins to Understand and Practice Good Physical Health

Aims	Center of Interest Units	Introductory Discussions
(5) GOOD POSTURE	Good posture rules Physical Education Play games or do exercises that aid in developing good posture Hopscotch Hopping along chalk line Stepping stones	Posters Display posters stressing good posture Magic Mirror Look in the mirror to observe sitting, standing and walking Strip film Show strip film stressing good posture and its relationship to good health Demonstrations How to sit properly How to stand properly How to walk properly

PRIMARY

B. Begins to Understand Health Services

Aims	Center of Interest Units	Introductory Discussions
A BETTER UNDERSTANDING OF HEALTH SERVICES	Socio-drama Visit to doctor Children take parts of doctor, nurse and patient House call by doctor. Children take parts of parents, doctor and patient	A visit from the school nurse, public health nurse or state psychologist A visit from a local doctor or dentist Film of a child visiting a doctor or dentist How to get help When to get help

Language Arts

- Discussion
  - Do we have good posture?
  - How can we improve our posture?
  - Why do we need good posture?
    - Health
    - Appearance

- Writing
  - Group contributes sentences about good posture for chart story
- Dramatizations
  - Good posture habits
  - How people look when they stoop or slouch
  - Pointing toes straight when walking

- Reading
  - Read chart stories

Number Concepts

- Counting
  - Count steps, jumps or hops in physical education activities

Related Activities

- Make silhouettes of pupils
  - Observe posture
- Collect pictures to use in making posters or health booklets
- Make cartoons illustrating good posture and poor posture
- Music
  - Action songs
    - "This is the way we walk and stand"—to the tune "Here We Go Round The Mulberry Bush"
      - Suit actions to the words

Language Arts

- Have children tell about their visit to a doctor or dentist
- Discuss public health nurse visits to homes in the community
- Experience chart
  - Why it is important that the community has doctors, nurses, dentists—hospitals, clinics, etc.
  - Use related words like doctor, dentist, nurse, well, sick, germs, etc.

Number Concepts

- Number of visits
  - Doctor for periodic checkup or treatment
  - Dentist for treatment or periodic check
  - Visit to dentist for cavities

Related Activities

- Scrapbook of cut-outs of doctors, nurses, hospitals, ambulances, etc.
- Have children draw pictures of doctor, nurse, hospital, etc.

GOOD
HEALTH

LEARNING TO KEEP HEALTHY

P.L.S. #5 involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.

Intermediate

A. Develops ability to practice good health measures
   (1) Our body
   (2) Good Nutrition
   (3) Cleanliness
   (4) Community health

B. Develops knowledge of health services

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 15— **A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, The Practical Arts,** pages 59-74, for games and activities at the intermediate level under the section KEEPING HEALTHY THROUGH PLAY.

See Bulletin 21-C, pages 3-16, for suggested activities in DEVELOPING GOOD HEALTH PRACTICES. Many of the other sections of this resource guide have illustrative activities related to learning to keep healthy. Health concepts are considered on pages 43-57 in GOOD MANNERS AT THE TABLE and in other social situations. Pages 129-136, treat health in the unit GROCERY STORE.

P.L.S. #5
INTERMEDIATE

A. Develops Ability to Practice Good Health Measures

Aims	Center of Interest Units	Introductory Discussions
(1) OUR BODY	Motor functioning	Moving the different parts of our body—the muscular system
	Organ functioning	What are organs in our body and what are they used for Skeletal Circulatory Digestive Nerve
	Cell function	What are the basic things which compose all of our organs? Structure and function of the cell Cell needs
	Keeping fit	What good are exercise, good food, rest, relaxation and sleep for the proper functioning of our cells?
(2) GOOD NUTRITION	Aspects of good nutrition Social Studies Sources of food—where does our meat come from, etc. How food gets to us People who help with our food Physical Education Types of activities for good digestion Music What music is good to eat by?	Different kinds of food, preparing meals, etc. Basic 7, balanced meals, people eating, contrast well-fed child with poorly fed child, etc.
(3) CLEANLINESS	Science: Protective covering of animals Show how uncleanliness promotes germs Magnifying glass on skin Germs in eating Experiment with decay Family Family activities in cleanliness Leaving the bathroom clean Health Measures which prevent disease Cleaning cuts and bruises Songs about brushing teeth	Film Good Grooming Care of clothing and body Pictures of children in various types of clothes Start a morning inspection

Language Arts	Number Concepts	Related Activities
Discussion The different parts of the body and how they function How our senses work The changes in our body Understanding individual differences in bodies Recognize and verbalize Body parts and organs and their function Reading Relevant picture stories Writing Short descriptive words on body parts giving simple explanation of function (may be used with drawings of pictures)		Talk by nurse or biology teacher on the body Experiments with plants involving importance of sunlight, water, food and carbon dioxide. Show what happens to plants deprived for a period of these necessary elements (To be used with unit 3 on cell function) Use bulletin board to list each child's height and weight Make silhouettes of body shapes Read poems about the body and its functions Use movement songs to stress need for exercise, fresh air, etc. Creative drawings of body and the shape of the body while in a particular position Demonstrations in how to use the body in lifting and carrying heavy objects
Discussion Good and bad appetite "It's smart to eat a good breakfast" Food in relation to good health Types of food and uses Comparison of plant and tree growth Comparison of cafeteria meal with Basic 7 Willingness to try new foods Read Basic 7—list favorite foods under each category Health books and pamphlets Newspaper articles about food Articles on diet Write Balanced menues Grocery lists Rules of good eating habits List of food children eat for a week	Be familiar with terms of measurement: weight, size, amount, etc. Compute the cost of food for a meal, a week of meals, etc. Keep a record of height and weight Chart the time for regular meal habits	Make large posters showing the right foods Collect pictures for a recipe book Class mural on sources of food Show slides and pictures on food Take a trip to a store and purchase some items Plan a breakfast for the class Set a table properly Play "eating out" Have a small vegetable garden Prepare and serve raw vegetables Visit a dairy to show importance of milk Have a food-testing party
Discussion How personal cleanliness helps prevent sickness Everyday practices in cleanliness How to keep our clothes and shoes neat and clean Proper dress for the weather Clothes for various activities Why is the dentist our friend? Danger of gum disease Write A check list of desirable grooming habits List of articles used in personal cleanliness Read Articles and books on good grooming Spelling Words relating to clothing and grooming	Make a well-balanced time schedule for 24 hours List hours spent for specific habits Compare and compute cost of articles used Record number of times teeth brushed	Make a picture notebook of personal cleanliness habits Collect and exhibit basic articles needed for cleanliness and grooming Make a chart exhibiting a sound tooth Demonstrate Kinds and care of toothbrushes Care of hands and nails Care of combs Care of hair Make charts of suitable clothes for warm, cold and rainy days, school and parties Visit a laundry Visit the nurse for a personal inspection

P.L.S. #5

Aims	Center of Interest Units	Introductory Discussions
(4) COMMUNITY HEALTH	Science: Sanitation guards against illness Find source of water supply See bacteria under a microscope Social relationships People who keep our community clean How we can make the community a better place in which to live What we can do to keep our house clean	Health department posters—sanitation Films on community health

INTERMEDIATE

B. Develops Knowledge of Health Services

Aims	Center of Interest Units	Introductory Discussions
HEALTH SERVICES	Do a unit About a hospital or clinic Who the workers are What they do Visit to a hospital How do you get an appointment Role of the drug store and pharmacist A medical clinic	Visit from school nurse, public health nurse, state psychologist, or speech correctionist Visit from a local doctor or dentist Show film of child visiting doctor or dentist How do we get help When do we need help

Language Arts

- Discussion
  - Proper garbage disposal
  - Using disposable tissue
  - Safe drinking water
  - Correct use of drinking facilities
  - Diseases obtained from animals and rules about it
- Read
  - Rules about sanitation
  - Habits of cleanliness
  - Ads of drugs and their evaluation
  - Biographies of a few great scientists
- Write
  - Chores done by mother to keep house clean
- Community
  - School
  - Cafeteria
  - Classroom
  - Gym
  - Washrooms

Number Concepts

- Take a sanitary survey of home and community
- Time schedule for cleaning

Related Activities

- Visit
  - Board of Health
  - Water supply
  - Garbage removal
  - Garbage disposal
  - Public hazards
    - Swamps (mosquitoes)
    - Ditches
- Invite the city superintendent of water and sewage to speak
- Collect pictures of community protection for health
- Make posters for "Clean-Up Week"
- Make a booklet "Stopping the Germ Parade"
- Posters—dangers of improper garbage disposal
- Practice washing dishes
- Clean the classroom

Language Arts

- Discuss
  - Children's visits to doctor or dentist
  - Their personal reaction and general experience of visit
  - Why a community needs doctors, nurses, pharmacists, dentists
- Writing activities
  - About their visit to a doctor or dentist
  - Related words: doctor, dentist, nurse, germs, medicine, sick, healthy, etc.
  - Name of their family doctor or dentist
  - Experience chart
  - What a hospital is like

Number Concepts

- Discuss
  - Importance of keeping appointment
  - How often child should visit dentist
  - Cost of services, dental, glasses, doctor, medicine, etc.
  - Cost of insurance
  - Emergency use of telephone
  - Keep record of important phone numbers
  - Emergency identification
  - Use of calendar for setting up appointments
  - Dangers involved in excessive use of drugs and medicines

Related Activities

- Make a scrapbook of pictures of doctor, nurse, dentist, hospital, clinic
- Draw pictures of hospital, clinic
- Make bulletin board display of various services

LEARNING TO KEEP HEALTHY

P.L.S. #5 involves the essential habits, attitudes and skills necessary for developing and maintaining the body through nutrition, exercise, bodily care, rest and those necessary for the prevention and treatment of illnesses.

Secondary

A. Understands good physical health practices
   (1) Understands our bodies
   (2) Good nutrition
   (3) Hygiene and self care
   (4) Understands role in the community

B. Understands mental health
   (1) Self concept
   (2) Appropriate behavior
   (3) The emotions
   (4) Social interaction

For specific teaching units related to this major objective the reader is referred to the following resource guides.

See Bulletin 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. II, **The Practical Arts**, pages 25-26, for illustrative activities in HOME SANITATION and HOME LIGHTING. Also see pages 47-58, for secondary level units on BATHING, IT'S WISE TO BE CLEAN, CARE OF THE FACE, NECK, HANDS, DENTAL HEALTH, CARE OF TEETH AND HAIR, and LOOKING WELL-GROOMED.

See Bulletin 21-D, pages 3-9, for suggested and illustrative units on HOW DO I KEEP MY BODY HEALTHY?, GROOMING PROBLEMS FOR ADOLESCENT GIRLS, and GOOD GROOMING. Also see pages 68-70, for related health concepts in SPENDING THE FOOD DOLLAR.

P.L.S. #5
SECONDARY

A. Understands Good Physical Health

Aims	Center of Interest Units	Introductory Discussions
(1) UNDERSTANDS OUR BODIES	Intensive study of the cell	What is a cell? Characteristics of a cell Cell function: nerve, blood, bone, muscle cells Cell needs
	Intensive study of cell systems The organs	What is a body organ? Identify organs—heart, brain, kidney, lungs, etc. Characteristics and function Needs of organs—oxygen, food, rest, etc.
	Intensive study of the total body	How do the organs work together to make a body? Body functions Movement Eating Talking Thinking Seeing, etc. Homoestatics – natural balance of the body under normal conditions Maintenance of a regular body temperature Food and oxygen requirements to maintain homeostatis Illness as disrupter of body balance Change in body temperature Nausea, etc.
	Maintaining good health	How can we maintain healthy body and natural body balance? Good food Oxygen or good breathing Sleep and rest when needed Hygiene and self care Exercise
(2) GOOD NUTRITION	Various types of nutrition	What kinds of food does our body need?
	Oxygen and smoking	Effects of smoking on the body Cuts down oxygen Dulls senses Dulls thinking (lack of all important oxygen to brain) Cuts down muscle response time Creates excessive stomach acid flow which may create conditions for development of ulcers Possible cause of lung cancer Upsets homeostatic balance of body
	Alcohol	Alcohol as a depressant Physical Dulls senses and decreases reaction time Upsets homeostatic balance of body Psychological Decreases thinking ability and controls one has over the emotions Has deteriorating effect on self-concept Social Looses social inhibitions (one major cause of broken homes)

3

Language Arts	Number Concepts	Related Activities
Discussion How does a body grow? What does our skin do? How do we feel things? Similarities and differences between bodies Central importance of the brain and its needs Recognize and verbalize Complex body parts and their function Writing Assignments on individual organs to give students indepth knowledge of at least one organ Spelling More difficult words		Unit on child growth and development First aid Intensive study of muscular system particularly voluntary and involuntary muscles Muscle function and development with special emphasis on exercise and muscle tone. Assign students to write on favorite activity and try to determine what muscles are used and developed
Discussion Why do cells need oxygen? How does cell react to insufficient oxygen? no oxygen? How does smoking affect the body: follow smoke, step by step, from the cigarette to the cell Writing Have each student write detailed study of the step by step effects of smoking		Have two plants which show the difference between sufficient and insufficient oxygen. They could be enclosed under bell jars Have students demonstrate and describe to class what happens when a person runs and does not have sufficient oxygen Have student explain in detail how he feels immediately after running
Discussion What is influence of alcohol on the cells? What specific organs are hurt by too much alcohol? What is an alcoholic? How do they function in society? Why is it bad to mix alcohol and driving? How do people act when they've had too much to drink? Discuss in detail why young people want to try smoking and drinking. Stress that although being curious is a normal human trait, using something that may be harmful is not sensible. Analogue: why don't we drink poison?		Demonstrate physical effects of alcohol by slowly putting alcohol into fishbowl Use a dramatic setting to show how people look when they are drunk Driving a car In police station In the home (Eugene O'Neill's **Ah, Wilderness** has an interesting dinner scene with one man drunk) Drunkenness and arguments Have students collect news stories on drunken people and what they've done Divide class into different groups and work with each group in preparing the dramatic presentation

A. Understands Good Physical Health Practices

Aims	Center of Interest Units	Introductory Discussions
(2) GOOD NUTRITION (continued)	Drugs	What is a drug and what is its effect on the body? Point out difference between drug and medicine Beneficial when used under direction of doctor to cure something wrong with the body Harmful when taken without doctor's orders Marijuana Heroin Opium, etc. Glue sniffing LSD STP Effects of drugs on body Disrupts organ functioning Brain, heart, etc. (particularly brain damage resulting from glue sniffing) Disrupts homeostatic balance Creates changes in cell chemistry Craving for drugs Addiction when body must have drugs to operate What happens when a drug addict stops taking drugs? Withdrawal
(3) HYGIENE AND SELF CARE	Personal hygiene	Why should we practice personal cleanliness and good grooming? Personal reasons Minimize effects of germs and bacteria to maintain or improve health and stop or control illness Periodic baths or showers to maintain clean body One way of minimizing skin problems Proper care of eyes, ears, teeth, hair & skin Proper cleaning and care of clothes Appropriate seasonal clothing Family and Social reasons Improve social relations Develop social confidence Economic reasons Job interviews Job advancement Job satisfaction

Language Arts	Number Concepts	Related Activities
Discussion Why do people take drugs Should there be laws against drugs? What can be done about glue sniffing? If we find out about some one who is selling drugs, what should we do? Reading Books on drugs; factual biographical and autobiographical Writing What is the important influence of curiousity in smoking, drinking and taking drugs		Have students compile list of habit forming drugs Collection of newspaper stories on drugs and users
Discussion What is the structure of the ear? teeth? What effect does dirt have on clothes? What causes skin problems? What is expected of you in social situations? What is expected of you at a job interview and on the job? Recognize and verbalize Type of cleanliness problems and methods of taking care of them Reading Books on cleanliness and good grooming Books on job interviews Writing How important is cleanliness and good grooming to me? How important to other people?		Develop consumer unit on various toothpastes, deodorants, soaps, etc. Recognize which is best and the best bargain regardless of "Sale" signs Have a class "Dress Up" day and work individually in improving their grooming habits Boys—show how to knot ties, choose color combinations, etc. Girls—use color combination ideas and show various ways of fixing hair Teacher can bring hair style books and equipment and allow girls to fix hairdos in class

SECONDARY

A. Understands Good Physical Health Practices

Aims	Center of Interest Units	Introductory Discussions
(4) INDIVIDUAL'S ROLE IN THE COMMUNITY	The home as a small community	What can we do to make our homes healthy? Sanitary water supply Periodic water tests to determine purity Garbage disposal inside the house and outside Sewerage disposal Health habits in the toilet and maintain functioning septic system Proper care of food Keep refrigerated How to identify spoiled food Freezing Keeping the house clean Daily or weekly cleaning chores—toilet, kitchen, other rooms—keeping dirty clothes in specific areas, where to use disinfectant, etc.
	Community health	Why is community health as important as personal or family health? Control germs Minimize chances for spreading disease Ways community health is used School Cafeteria—cleaning, cooking (pork-trichinosis) Classroom—heated, clean, ventilated Gym—heated, clean, showers, footbaths Washrooms—heated, ventilated, cleaned, disinfectant Community Garbage disposal Water supply Food and drug inspection Grocery inspection Meat processing and wrapping Dairy products Drugs and medicine Eating places

SECONDARY

B. Understands Health Services

Aims	Center of Interest Units	Introductory Discussions
COMMUNITY HEALTH SERVICES	Doctors Dentists Clinics Food and drug administration Health department List of emergency numbers Doctor Fire department Emergency identification Emergency use of telephone Use of calendar to keep appointments Regular visits to the dentists Yearly physical exams and chest x-rays Understanding, buying and using health insurance General coverage Catastrophe coverage	What groups in the community offer health services? What do we have to do to use health services?

Language Arts	Number Concepts	Related Activities
Discussion Why must we have city planning? What do we have to do now to make a healthy environment for the future? What is our responsibility to maintain community health? Where do we go with complaints about unsanitary conditions? Recognize and verbalize Common germs and methods of protection against these Common food contaminations		Class project on community health and planning Assign different groups to do report on aspects of community health in terms of their own make believe community Groups present plans to class for discussion; present final cohesive community health planning platform Information from state and federal groups Visits to local health facilities coordinated with above project Economic effects of good or bad community health Real estate value Diseases Medical costs
Reading Community health books History books—sections on plagues, contagions, etc. Collect newspaper articles on community health Writing Reports on various aspects on community health Letters requesting information from local, state and federal health groups Thank you letters to people submitting information		Formation of groups to voice their opinions on community health to legislative groups (example: a student group on pollution)

Language Arts	Number Concepts	Related Activities
Writing Students' visits to doctors and dentists and how they reacted to the visits Health records Illnesses and doctors' and dentists' visits	Computing bills, insurance, etc.	Each student develops a health services booklet containing visits to health services, location, costs, medicine, etc.

NOTICES
OCTOBER
STOP
SCHOOL

LEARNING TO LIVE SAFELY

P.L.S. #6 involves the essential habits, situations and skills necessary for safety in play, in work, in locomotion and in emergency.

Primary

A. Begins to learn about safety at home
  (1) Prevention of accidents
  (2) Accident care

B. Begins to learn about safety at school
  (1) Safety in the classroom
  (2) Safety in the non-classroom areas

C. Begins to learn about safety in recreation
  (1) Avoid dangerous objects
  (2) Avoid dangerous actions

D. Begins to learn about safety on streets and highways
  (1) Street and highway signs and signals
  (2) Safe street or highway behavior

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a listing of safety, protective and highway signs and words primary level retarded pupils should be exposed to. Also see Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded. Vol. II - The Practical Arts**, pages 67-69 for suggested musical activities with a focus on safety concepts.

See Bulletin 21-B, Vol. I, pages 14-18, for suggested and illustrative activities on LIVING SAFELY. Also see pages 64-65 and 71, for related units on THE USE OF THE TELEPHONE and SAFETY ON THE SCHOOL BUS. Vol. II also has a number of units with minor emphasis given to the objective of safety.

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - **Speech Development and Improvement for the Mentally Retarded Child** and Bulletin No. 26 - **Language: A Curriculum Guide for Special Education.**

P.L.S. #6

PRIMARY

A. Begins to Learn About Safety at Home

Aims	Center of Interest Units	Introductory Discussions
(1) PREVENTION OF ACCIDENTS	Dangerous objects Poison Hot liquids Small objects placed in mouth or ear Toys on floor Bathroom hazards Electrical equipment Gas stoves Dangerous actions Throwing things Running too fast Handling knives or sharp or dangerous tools Unsafe climbing	Do students know of someone who had an accident at home—what caused it? What are other causes of accident?
(2) ACCIDENT CARE	Treatment of accident injuries Burns Cuts Poison Broken bones What to do with Someone's clothes on fire Someone who is not breathing	Discussion of accident injuries and methods of treatment Demonstrations of treatments particularly mouth to mouth resuscitation

PRIMARY

B. Begins to Learn About Safety at School

Aims	Center of Interest Units	Introductory Discussions
(1) SAFETY IN THE CLASSROOM	Sitting Walking Use of equipment No horseplay	How can we keep from having accidents in the classroom Correct behavior Proper care and placement of toys and equipment Following directions
(2) SAFETY IN NON-CLASSROOM AREAS	Participating in school activities Sports Social Disaster or fire drills General behavior Hallways Washrooms Lunchroom Outside school School patrols	Delineate the safe and unsafe aspects of participation in school activities Delineate safe and unsafe behavior in school

Language Arts

Recognizing danger signs such as symbol for poison, etc.
Learning how to follow directions both written and verbal
Develop enunciation and pronunciation with group and individual with works on safety
Relating individual experiences with accidents

Number Concepts

Learning to dial phone in emergency
Using measurements in medicine
Regulating medicine taking with clock

Related Activities

Actual demonstrations by students on how to handle accidents. Emphasize first aid
Talks by school nurse or other safety personnel on home accidents and accident care

Language Arts

Discuss
  Accidents children have had in school
  Dangerous behavior in school
  Helping students who are hurt

Read
  Stories on safety
  Proper behavior at school and at events

Number Concepts

Counting toys taken out and put away
Counting days without a classroom accident
Counting tokens or stars given for safe and careful behavior

Related Activities

Taking students on guided tours of the school until they are familiar with the areas and exits and know the important rooms
Allow students to guide themselves around the school
Practice disaster and fire drills until the students know what to do and where to go
Talk by school administrator on school accidents, what caused them and how they could have been avoided

P.L.S. #6

PRIMARY

C. Begins to Learn About Safety in Recreation

Aims	Center of Interest Units	Introductory Discussions
(1) AVOID DANGEROUS OBJECTS	Learning to recognize dangerous objects Old refrigerators Fallen wires Holes in the ground Rusty metal or broken glass	How do children get hurt while playing? What are dangerous objects? Selecting a safe recreation area
(2) AVOID DANGEROUS ACTIONS	Running into streets Throwing objects at people, particularly stones or metal Playing near cliffs or quarries Swimming after eating Jumping or diving into shallow water Swimming without lifeguard around	Learning safe recreation behavior through discussion and classroom dramatization or game playing Ask students where they go for recreation or play and take them on tours of the crcreation areas and also take to dangerous areas or point out unsafe conditions.

PRIMARY

D. Begins to Learn about Safety on Streets and Highways

Aims	Center of Interest Units	Introductory Discussions
(1) STREET OR HIGHWAY SIGNALS	Traffic lights or signs	How do we know when to cross a street or stop? Red and green lights Walk or Do Not Walk signals Obeying traffic signs Do Not Cross, etc. Following lane, markings
(2) SAFE STREET OR HIGHWAY BEHAVIOR	Learning safe behavior	Looking both ways before crossing intersections, streets, highways or alleys Obeying traffic officer or patrol boys Don't play in streets Be careful when roads are icy Riding bikes on roads

Language Arts

Discuss
- Proper use of outdoor equipment
- Picking up and disposing of dangerous objects
- Rules for safe play

Read
- Books on safe recreation
- Keeping areas clean
- Anti-litter material

Number Concepts

- Counting number of unsafe objects
- Counting number of significant characteristics on poison plants
- Counting number of flowers or trees seen on a trip

Related Activities

- Reading from Red Cross book or other material on water safety and taking children to pool to practice water safety
- Learning appropriate behavior at playground or on picnic
- Teach special unit on sunburn and how to tan without getting badly burned. Also teach on poison plants and trees by taking children out and showing them poison ivy, etc.

Language Arts

Discuss
- Meaning of traffic signs, etc.
- Following directions given by police or patrol boys

Read
- Books on street and highway safety
- Stories on unsafe conditions or accidents resulting therefrom

Labeling
- Pictures of unsafe conditions

Number Concepts

- Have children learn street and house number systems
- Learn highway numbering systems
- Counting the number of streets to school

Related Activities

- Walks thru the area and along side or across streets, highways or alleys
- Create life-like situations in the classroom so children may directly experience safety measures i.e. mark out an 'intersection' and have child crossing street
- Have other children acting as cars driving down the street
- Teach or another student can act as policeman or patrol boy
- Collections of stories or pictures on street accidents

LEARNING TO LIVE SAFELY

P.L.S. #6 involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.

Intermediate

A. Develops knowledge about safety at home
   (1) Prevention of accidents
   (2) Accident care

B. Develops knowledge about safety at school
   (1) Safety in the classroom
   (2) Safety in non-classroom areas

C. Develops knowledge about safety in recreation
   (1) Avoid dangerous objects
   (2) Avoid dangerous behavior

D. Develops knowledge about safety on streets and highways
   (1) Traveling
   (2) Street signs and signals
   (3) Safe street and highway behavior

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a listing of safety, protective and highway signs and words intermediate level retarded pupils should be exposed to. Also see Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. II, **The Practical Arts**, pages 15-26 for suggested units in the area of HOME MECHANICS.

See Bulletin 21-C, pages 17-38 for suggested and illustrative units on SAFE BICYCLING and SAFETY AND FIRST AID. Also see other units in this publication which have incorporated concepts of safety in their overall theme.

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - **Speech Development and Improvement for the Mentally Retarded Child** and Bulletin No. 26 — **Language: A Curriculum Guide for Special Education.**

P.L.S. #6

INTERMEDIATE

A. Develops Knowledge of Safety at Home

Aims	Center of Interest Units	Introductory Discussions
(1) PREVENTION OF ACCIDENTS	Dangerous objects Poison Hot liquids Equipment left on floor Bathroom hazards Electrical equipment Gas stoves Unsafe equipment; old ladders, rotten steps Dangerous actions Horseplay Throwing things Handling sharp knives Not thinking of other person is cause of accidents	Discuss various accidents that have happened in homes or could happen and how students could avoid, help themselves or help others after the accident Discuss safety hazards in the students' homes and how to eliminate hazards Discuss the frame of mind of the person who usually causes accidents either on the highway, in school or at home. What was the student thinking about when she or he caused an accident?
(2) ACCIDENT CARE	Putting out fire Administering First Aid	Science of fire and different ways of extinguishing Helping injured people particulary those who have stopped breathing

INTERMEDIATE

B. Develops Knowledge of Safety in School

Aims	Center of Interest Units	Introductory Discussions
(1) SAFETY IN THE CLASSROOM	Sitting Walking Use of equipment No horseplay	Keeping from having accidents in the classroom Correct behavior Proper care and use of material and equipment Following directions
(2) SAFETY IN NON-CLASSROOM AREAS	Participating in school activities Sports Assemblies Social Disaster or fire drills General behavior Hallways Washrooms Lunchroom Outside school School patrols	Delineate and discuss the safe and unsafe aspects of participating in school activities Delineate and discuss safe and unsafe behavior in school Helping smaller children

Language Arts

- Discuss
  - Handling of electricity around water
  - Carrying heavy objects
  - Walking in dark, particularly basement
  - Putting objects on shelves
  - Painting or washing walls or ceilings
  - Fuse boxes and overloaded circuits

- Vocabulary
  - Danger
  - Caution
  - Flammable—inflammable

Number Concepts

- Keep track of the number of accidents at home
- Count the number of injuries. what caused them, etc. in order to produce their own graph on home accidents
- Calling emergency numbers

Related Activities

- Checking out home to make sure it is safe including some fire extinguishers

- Master First Aid and mouth to mouth resuscitation
- Make sure children never admit strangers into house regardless of what they say about needing to get in
- Make floor plan of home showing exits in case of emergency

Language Arts

- Discuss
  - Accidents children have had in school
  - Dangerous behavior in school
  - Helping students who are hurt

- Read
  - Stories on safety
  - Proper behavior at school and at events

Number Concepts

- Counting toys taken out and put away
- Counting days without a classroom accident
- Counting tokens or stars given for safe and careful behavior
- Counting speed in leaving during fire or disaster drill and keeping records to show slowness or improvement

Related Activities

- Taking students on guided tours of the school until they are familiar with the areas and exits and know the important rooms
- Allow students to guide themselves around the school
- Practice disaster and fire drills until the students know what to do and where to go
- Talk by school administrator on school accidents, what caused them and how they could have been avoided

P.L.S. #6

INTERMEDIATE

C. Develops Knowledge of Safety in Recreation

Aims	Center of Interest Units	Introductory Discussions
(1) AVOID DANGEROUS OBJECTS	Learns to recognize and take care of dangerous objects Old refrigerator Fallen wires Holes in ground Rusty metal or broken glass	How do children get hurt while playing? What are dangerous objects? Selecting a safe recreation area
(2) AVOID DANGEROUS BEHAVIOR	Running into streets or across highways or alleys without looking Safe bike riding Throwing objects at people, particularly stones or metal Playing near steep dropoffs or quarries Swimming without lifeguard around or after eating Jumping or diving into shallow water	Learning safe recreation thru discussion and classroom and outside demonstrations or game playing Find out where students go to play and take class to inspect areas and comment on safety Show safe recreation areas

INTERMEDIATE

D. Develops Knowledge of Safety on Streets and Highways

Aims	Center of Interest Units	Introductory Discussions
(1) TRAVELING	Behavior In school bus In car On bike	Safety while traveling Don't distract or bump driver Don't block mirror Correct behavior
(2) STREET SIGNS AND SIGNALS	Learning more difficult street and highway signs and signals Obeying signs and signals	Have students guess meaning of sign from just showing shape Stop lights and pedestrian controls
(3) SAFE STREET AND HIGHWAY BEHAVIOR	Learning safe behavior in classroom play settings and in tours of streets, highways or alleys	Basic safety rules Look both ways before crossing street, highway or alley Obey traffic officer or patrol boys Don't play in streets Icy or slippery roads mean danger whether you're walking or riding

Language Arts

Discuss
- Proper use of outdoor equipment
- Picking up and disposing of dangerous objects
- Rules for safe play

Read
- Books on safe recreation

Keeping areas clean
- Anti-litter material

Number Concepts

Counting number of unsafe objects

Counting number of flowers or trees seen on a trip

Related Activities

Reading from Red Cross book or other material on water safety and taking children to pool to practice water safety

Learning appropriate behavior at playground or on picnic

Teach special unit on sunburn and how to tan without getting badly burned. Also teach on poison plants and trees by taking children out and showing them poison ivy, etc.

Language Arts

Discuss
- Meaning of traffic signs, etc.
- Following directions given by police or patrol boys

Read
- Books on street and highway safety
- Stories on unsafe conditions or accidents resulting therefrom

Labeling
- Pictures of unsafe conditions

Number Concepts

Have children learn street and house number systems

Learn highway numbering systems

Counting the number of streets to school

Counting number of cars using different streets

Related Activities

Walks thru the area and along side or across streets, highways or alleys

Create life-like situations in the classroom so children may directly experience safety measures i.e. mark out an 'intersection' and have child crossing street. Teacher or another student can act as policeman or patrol boy

Collections of stories or pictures on street accidents

Visits by driver education instructor or policeman to give talks on safety

LEARNING TO LIVE SAFELY

P.L.S. #6 involves the essential habits, attitudes and skills necessary for safety in play, in work, in locomotion and in emergency.

SECONDARY

A. Understands safety in the home
    (1) Extending consciousness of dangerous objects and actions
    (2) Safety in the home is a total family effort

B. Understands safety in recreation

C. Understands safety on the streets and highways
    (1) Highway-rules and regulations
    (2) Proper behavior

D. Safety at work
    (1) Proper handling of tools and equipment
    (2) Safe work behavior and attitudes

For specific teaching units related to this major objective. the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** for a listing of safety, protective and highway signs and words secondary level retarded pupils should be exposed to. Also see Bulletin II. **A Potpourri of Ideas for Teachers of the Mentally Retarded.** Vol. II. **The Practical Arts**. pages 15-26. for concepts of safety considered under a series of units under the topic HOME MECHANICS. Also see pages 31-40. for a comprehensive unit on BABY SITTING.

See Bulletin 21-D, pages 12-14 and 66-67, for related safety concepts in the units DO PARENTS HAVE TO BE STRICT? and WILL I BE ABLE TO DRIVE A CAR?

Special attention of the reader is directed to two departmental publications related to the area of communication: Bulletin No. 19 - **Speech Development and Improvement for the Mentally Retarded child** and Bulletin No. 26 - **Language: A Curriculum Gruide for Special Education.**

P.L.S. #6

SECONDARY

A. Understands Safety in the Home

Aims	Center of Interest Units	Introductory Discussions
(1) EXTENDING CONSCIOUSNESS OF DANGEROUS OBJECTS AND ACTIONS	Sources of potential danger in the home	Name dangerous objects in the home Knives Stairs Hot liquids or metals Slippery floors Rugs Bathroom hazards Electrical hazards Poisons Medicines
	All accidents result from individual neglect or carelessness	Carelessness or neglect of dangers will result in accidents: developing positive attitudes Picking up things on the floor Handling hot, electrical or sharp things with care
(2) SAFETY IN THE HOME IS A TOTAL FAMILY EFFORT	Making conditions safe for others as well as yourself	Roles of other family members in maintaining a safe home or in correcting unsafe conditions or actions

SECONDARY

B. Understands Safety in Recreation

Aims	Center of Interest Units	Introductory Discussions
HANDLING DANGEROUS OBJECTS WITH SAFETY	Fire safety	How to build, control and watch a fire
	Gun safety	How to handle a gun or rifle
	Boat safety	Learning how to handle a boat
	Swimming	Learning safe swimming practices Developing swimming ability Knowing characteristics of lake, river, etc., you are swimming in Keeping an eye on others Don't eat before swimming Never swim alone
	Camping	Obtain knowledge of area to be used and check for possible hazards such as wild animals, dryness of grass and woods, etc. Proper care of equipment particularly matches and rifles
	Using play or recreation areas	Proper behavior and use of equipment Cleaning up

Language Arts	Number Concepts	Related Activities
Discuss Individual safety habits Good and bad Improving safety habits How to help younger members of family practice safety in the home Read Books on safety in the home Reports on types and numbers of home accidents Write Essay on safety conditions in the home Means of improving unsafe conditions Accidents in the home	Frequency of accidents	Intensive study of safety in the home with written reports on unsafe conditions, means of remedying conditions and different methods used Allow students complete freedom in finding, calling and giving information concerning an accident to the fire department, hospital, doctor, gas company, electric company and police department Students should make lists of emergency numbers and carry them on their person at all times

Language Arts	Number Concepts	Related Activities
Discuss Accidents occuring during recreational activities A person's responsibility to others Importance of cleaning up particularly after something is broken in area Reading State recreation Department brochures on public safety: camping, fishing, etc. Learning rules Writing Essays on rules and good behavior Stories about accidents resulting from unsafe conditions or other's mistakes	Developing graph on accidents and their causes	Talks by public recreation and safety specialists Actual visits to picnics or activities planned for nearby recreation areas Check for unsafe conditions

P.L.S. #6

SECONDARY

C. Understands Safety on the Streets and Highways

Aims	Center of Interest Units	Introductory Discussions
(1) HIGHWAY RULES AND REGULATIONS	Rules applicable to highways and other roads	Bicycle rules and regulations
(2) PROPER BEHAVIOR	Expanding consciousness of safe behavior	Playing near streets or highways Riding Bike Motorcycle Driving Tractor Car

SECONDARY

D. Safety at Work

Aims	Center of Interest Units	Introductory Discussions
(1) PROPER HANDLING OF TOOLS AND EQUIPMENT	Develop units on specific jobs students have or will have and cover safety features on each job	Safety as a housewife Safety as a worker Handling tools or equipment Proper care of tools and equipment
(2) SAFE WORK BEHAVIOR AND ATTITUDES	Responsibility for other workers	Helping others work safely Developing safe attitudes towards fellow workers and their jobs

Language Arts

Discuss
- Pedestrian safety and hazards
- Passenger safety and hazards
- Drivers' safety and hazards
- Requirements for driving
- Rules and regulations of the road

Reading
- Books and pamphlets on street and highway safety

Writing
- Essays or stories on personal experiences
- Public speaking
  - On different aspects of safety

Number Concepts

- Assembling statistics on highway accidents and highway use
- Learning number concepts involved in driving
- Developing space judgements on distance
- Proper speeds

Related Activities

- Talks by State, County or local police or safety personnel
- Intensive study of particular street or highway situations
- A student or group of students can make study and then report to class
- Unit on study of accidents with reports and pictures of accident
- If school has driver education, work out unit in conjunction with driver education

Language Arts

Discuss
- Types of jobs students are interested in
- Types of safety hazards involved in these jobs
- How to handle these hazards and how to perform the job safely

Read
- Books on job safety

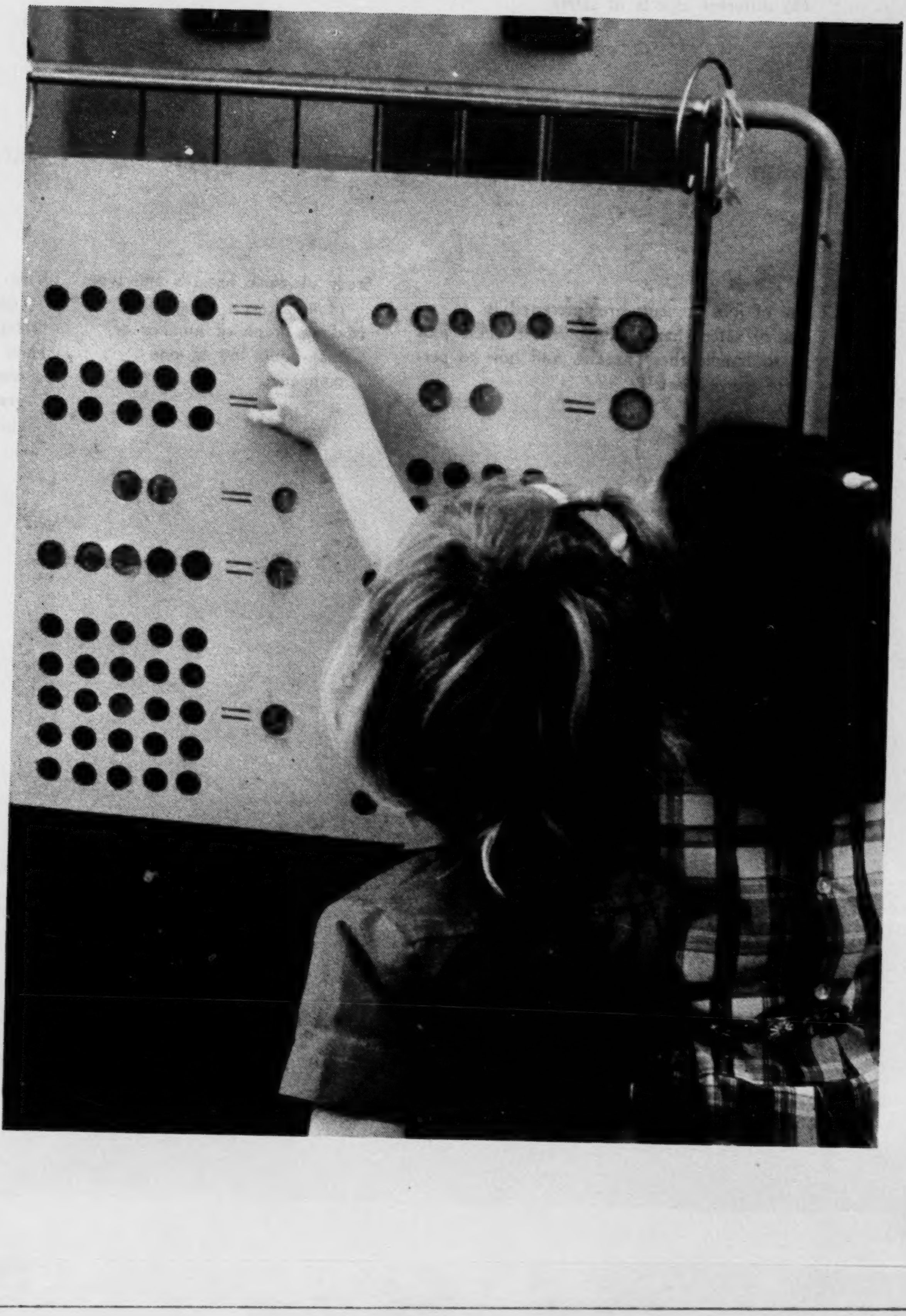
Write
- Experiences on present jobs and information on parents' jobs
- Obtaining information from local employers on number of accidents, types, number of man-hours lost, etc.

Number Concepts

- Study of work hazards and types of accidents
- Making graph of number of man-hours lost at one company

Related Activities

- Visits to local businesses to view safety campaigns conducted by companies
- Obtain safety literature and posters from companies
- Have each student do an in-depth study of the work he or she is planning on doing after graduation and detail the safety aspects of this occupation



LEARNING TO EARN A LIVING

P.L.S. #7 involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

Primary

A. Begins to learn about training for a job
  (1) Work in the area
  (2) One's own abilities and limitations

B. Begins to learn about choosing and getting a job
  (1) Requirements for employment
  (2) Ways of getting a job
  (3) Service and agencies that assist in job finding

C. Begins to learn about working on the job
  (1) The rights of the worker
  (2) Benefits available to the worker
  (3) Responsibilities of the worker
  (4) Growth in social and personal skills

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 21-B, Vol. II, pages 77-80, for suggested units on THE FARMER'S WORK and THE BAKER.

It should be kept in mind that while the curricular emphasis is not necessarily occupationally oriented at the primary level, the pupils are exposed to the concepts and attributes required of successful, self-sufficient community workers from the time of their initial entry into the program. So the child is taught to clean up after spilling his milk, not as a punishment, but as a natural consequence and follow-up activity. Proper attitudes and habits are reinforced, so that this same behavior is reflected in the adult retarded. Thus, the worker on a bench lathe keeps his area clean and swept for the safety and protection of his fellow workers.

P.L.S. #7

PRIMARY

A. Begins to Learn About Training For A Job

Aims	Center of Interest Units	Introductory Discussions
(1) WORK IN THE AREA IN THE HOME	Family Workers Father Mother Children Other members	Read to class - **What They Do All Day** Class discussion on the need of work Picture display of workers at home and away
IN THE SCHOOL	School Workers Teacher Principal Librarian Nurse Custodian Speech Therapist Bus Driver Student Helpers Cook	School Jobs Visit the entire school plant to find what workers are necessary Filmstrip - **School ground Discoverer** - Society for Visual Education Use one of school workers as resource person
(2) ONE'S OWN ABILITIES AND LIMITATIONS	Develop an awareness of each child's strong areas - (art, story telling, athletics, etc.)	What we like to do and what we can do well at home and at school

PRIMARY

B. Begins to Learn About Choosing and Getting A Job

Aims	Center of Interest Units	Introductory Discussions
(1) REQUIREMENTS FOR EMPLOYMENT IN THE SCHOOL	Education Advantages of going to school to staying at home	Why we go to school Discussion on getting ready to go to school in the morning
	Personal appearance Selfcare (teeth, hair, clothes, body, etc.)	Movie No. 4005 - **Kindness to Others**
	Personality Friendliness (taking turns, sharing)	Read stories of country's heroes (Washington, Lincoln, etc.)
	Character Honesty Courtesy Respectfulness Punctuality	
(2) WAYS OF GETTING A JOB IN THE HOME	Daddy's work Requirements for parent(s) job(s)	Discuss how Daddy got his job
	Mother's work away from home	Mother
	Work of older brothers and sisters	Brother and sister
	Work I do	Discuss how I earn money
(3) SERVICES AND AGENCIES THAT ASSIST IN JOB FINDING	School helpers Teacher Principal Other Students	Discuss how child gets help with unfamiliar school tasks

Language Arts	Number Concepts	Related Activities
Discussion How do you help at home? Different types of work fathers do Dramatize work mother does at home	Counting members of the family 1st. 2nd, 3rd - Recognizing pennies, nickles, dimes Days - when work is done	Drawing pictures of different types of work Filmstrip - **Father Works For The Family** (Long Films Slide Service) Child interviews father regarding his work Making puppets for dramatization of work at home Play corner of mother's work
Make a list of workers in the school and tell what each does Plan a daily schedule for classroom helpers Read - **About School Helpers** (Malmont Pub. Co.)	Room numbers Number of people in room Number of seats in room Days school is attended	Draw a map of the school Filmstrip - **The Custodiam** (Am. Films) Song - **The School Bus** (Am. Singer p. 184) Filmstrip - **School Helpers** - (CBF) Film - **The Bus Driver** (CBF)
Test of rules for bus safety Read story **Ugly Duckling** **Crooked Colt** **Little Engine That Could**	Tall - Short Big - Little Fat - Thin Like - Unlike	Make pictures or booklet of what they like to do at school, home and play

Language Arts	Number Concepts	Related Activities
Chart story on **Why We Go To School** Dramatize getting ready to go to school in morning List ways of being friendly Chart Story - on importance of a desirable character	Time of School Day First, second, third, etc.	Movie No. 1163 - **Kitty Cleans Up** Daily health inspection Group games involving taking turns Read story - **Boy Who Called Wolf**
Chart story on discussion List the types of work mother does away from home Older - Younger Bigger - Smaller Tell class of work Dramatize work done	Time when Daddy goes to work and when he comes home Time when Mother goes to work and when she comes home Counting members of family Discuss allowances	Draw - pictures of Daddy's work Mother's work Brother's and Sister's work Draw pictures of work "I Do"

P.L.S. #7

PRIMARY

C. Begins to Learn About Working on the Job

Aims	Center of Interest Units	Introductory Discussions
(1) THE RIGHTS OF THE WORKER	Privileges involved in classroom duties	Classroom appearance and duties
(2) BENEFITS AVAILABLE TO THE WORKER	Rewards of a job well done	Discuss jobs that children can and should do around the house and yard
	Each member of the family has a responsibility for a successful home unit	Jobs children are expected to do as their responsibility
	All jobs are not rewarded with money	
(3) RESPONSIBILITIES OF THE WORKER IN THE HOME	Responsibilities at home Care of pets Helping with household tasks Care of personal property	Why you have to be a responsible person to have and work with pets Importance of care of personal property
IN THE SCHOOL	Responsibilities at school Keeping school clean Caring for school property	Why we all have to be responsible for work in classroom
(4) GROWTH IN SOCIAL AND PERSONAL SKILLS	Continue interests in activities started and broaden interests	How we can improve ourselves

Language Arts	Number Concepts	Related Activities
List classroom duties	Days of the week	Weekly assignments to jobs
	Number of days in the week	
	Number of school days in the week	
List jobs children do at home	Spending allowance	Draw pictures of their individual jobs
Discuss how to spend money wisely	Value of money	
Chart stories on care of pets	Number cards using sets of pets	
Cost of personal items	Number of kinds of pets in homes of class members	Movie No. 2931 - **City Pets**
Write story on why we have to have room responsibilities "Many hands make light work"	Cost of personal items	Show - showing responsibility of caring for pets
		Film - **Beginning Responsibility** (Coronet)
		Read story - **Little Engine That Could**
		Sharing of toys in classroom

LEARNING TO EARN A LIVING

P.L.S. #7 involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

Intermediate

A. Develops ability to train for a job
   (1) Work in the area
   (2) One's own abilities and limitations

B. Develops knowledge about choosing and getting a job
   (1) Requirements for employment
   (2) Ways of getting a job
   (3) Services and agencies that assist in job finding

C. Develops knowledge about working on the job
   (1) Rights of the worker
   (2) Benefits available to the worker
   (3) Responsibilities of the worker
   (4) Growth in social and personal skills

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - Vol. II. **The Practical Arts**, and pages 9-46 and 79-86, for suggested units and meaningful activities related to the world of work.

See Bulletin 21-C, pages 91-95, 99-113, 115-163, for suggested units on A CRAFTS PROGRAM FOR RETARDED BOYS, THE DAIRY, THE FARM, THE GROCERY STORE, THE POST OFFICE, RESTAURANTS, and THE SUPERMARKET in this area.

P.L.S. #7

INTERMEDIATE — A. Develops Ability to Train for a Job

Aims	Center of Interest Units	Introductory Discussions
(1) WORK IN THE AREA	Community helpers: Protection Fireman Policeman Weatherman	Series of Filmstrips (For all helpers) Movie - #3715 **The Policeman** and #0708 **The Fire Engine**
	Communication jobs: Postman Newsman Telephone and Telegraph Radio and T.V.	Bell Telephone Company material Newspaper jobs Telegraph, telephone, radio and T.V. jobs
	Food jobs: Farmer Dairyman Stores Restaurants	TV Guide Discussion Picture display Food charts Movie - #3098 **The Farmer** Discuss other jobs
	Transportation jobs: Truck Train Airplane Taxi Boat Auto Bus	Movie - #0564 **Development of Transportation** History of transportation
(2) ONE'S OWN ABILITIES AND LIMITATIONS	Know limitations: Physical Mental Emotional	Discuss individual differences in size, color of hair and eyes, weight, etc.

INTERMEDIATE — B. Develops Knowledge About Choosing and Getting A Job

Aims	Center of Interest Units	Introductory Discussions
(1) REQUIREMENTS FOR EMPLOYMENT SELF CARE	Education Importance of attending school regularly	List two reasons why we go to school - and discuss
	Personal appearance: Grooming Health habits Cleanliness	Display of posters of proper and improper grooming Filmstrip - **Let's Get Ready For School** (SVE)
	Personality: Pleasant disposition Friendliness Fairness	
SELF APPRAISAL	Character: Punctuality Honesty Self-control Loyalty Courtesy Dependability Respectfulness Co-operative	Discussion on why we like our friends and why we disapprove of some children

Language Arts

- Writing
  - Arranging field trips
  - Class discussion
  - Short stories after field trips
- Book - **Fireman Fred**
- Dramatization
  - Write newspaper article for school paper
  - Telephone courtesy
  - Correct letter forms
- Discussion of interrelation of farmer and stores
- Stories of value of food to our health
- Reading and understanding traffic signs
- Safety story on travel
- Spelling words involved in transportation
- Read stories where handicapped people have succeeded in life - such as
  - Helen Keller
  - President Roosevelt
- Read want ads
- Discuss handicaps of children in school and community

Number Concepts

- Expense of trip
- Reading thermometer
- Tape code of police and firemen
- Telephone numbers
- Telephone bills
- Price of mail delivery
- Prices of food
- Money - have a store (change money concepts)
- Dozen, pint, quart, etc.
- Cost of transportation (train, air, taxi, bus and auto)
- Measurement miles-gallons
- Directions
- Budgeting
- Computing wages from want ads
- Recognizing adequate wages
- Size - tall, short, big and small

Related Activities

- Songs
- Drawings
- Field trips
- Fire station
- Police station
- Weather station
- Filmstrip - **Family Helpers** (SVE)
- Stamp collecting
- News Bulletin Board
- Set up Post office
- Filmstrip - **Postoffice Workers and The Postman** (SVE)
- Scrapbook
- Make butter
- Trip to dairy farm
- Filmstrip - **The Grocer** (SVE)
- Trip to airport
- Mural of transportation
- Short train trip
- Strip films on handicapped people
- Read the story: **The Little Lame Prince**
- Movie - **Helen Keller**

Language Arts

- Plan daily school day with children
- Write dialogue for puppet show to illustrate types of personality
- Read to class
  - **Snow White and the Seven Dwarfs**
- Discuss names and traits of seven dwarfs
- Conversation and Dramatization
- Job interviews
- Reading want ads
- Filling out application

Number Concepts

- Hours
- Minutes
- Telling time
- Measurements
  - Inches
  - Feet
  - Yards
- Keeping appointments

Related Activities

- Filmstrip - **Good Day In The Third Grade**
- Make puppets
- Puppet show
- Health inspection
- Filmstrip - **Clean As A Whistle** (Young America)
- Filmstrip - **Getting Along With Yourself**
- Picture of each dwarf showing character types
- Filmstrip - **Working Together**

P.L.S. #7

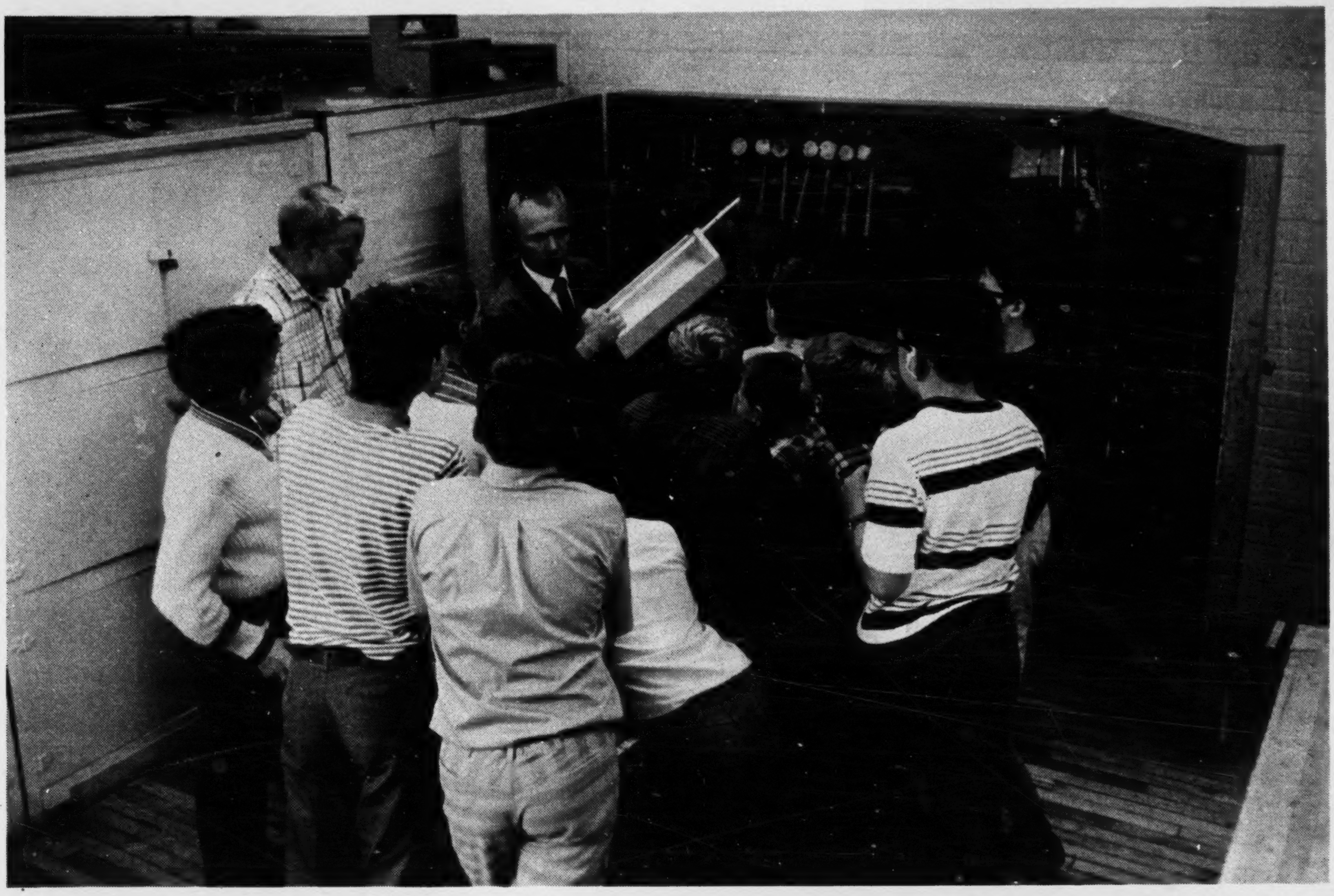
Aims	Center of Interest Units	Introductory Discussions
(2) WAYS OF GETTING A JOB	Ways of getting a job: Making inquiries Friends Neighbors Teachers Relatives	Discuss ways members of the family obtained their job or positions
(3) SERVICES AND AGENCIES THAT ASSIST IN JOB FINDING	Employment agencies: Local State Private Want ads	

INTERMEDIATE C. Develops Knowledge About Working on the Job

Aims	Center of Interest Units	Introductory Discussions
(1) RIGHTS OF THE WORKER	To understand privileges involved in classroom duties	Teacher and pupil discussion on classroom appearance
(2) BENEFITS AVAILABLE TO THE WORKER	Rewards of a job well done Family responsibility for a successful home unit All jobs are not rewarded with money	Jobs that children can and should do around the house and yard Jobs children are expected to do as their responsibility
(3) RESPONSIBILITIES OF THE WORKER IN THE SCHOOL	Loyalty to classmates and instructors	Discussion on what is meant by loyalty to classmates, teachers and school
IN THE COMMUNITY	Pride in a job well done	Why we should do a good job
	Dependability in completing the job	Filmstrip - **Our Job In School** (EBF)
	Care of personal property	Story of the **Boy and the Dike**
		Discuss importance of caring for possession
(4) GROWTH IN SOCIAL AND PERSONAL SKILLS	Accepted by classmates and adults	Acceptable personal traits
	Continue interest in activities started and broaden interests	

Language Arts	Number Concepts	Related Activities

Language Arts	Number Concepts	Related Activities
List classroom duties	Spending allowance wisely Value of money Budgeting allowance	Monthly assignments to room jobs
List jobs children do at home Discuss how to spend money wisely		Draw pictures of their own job Plan a budget Make money charts
Read and discuss the story of **Benedict Arnold**		Filmstrip - **Part Of The Team** (EBF)
Draw pictures of Before and After of Jobs Plants Bookshelves Desks, etc.		Filmstrip - **Jimmy Didn't Listen** (Simmel-Meserney)
Discussion of **Boy and the Dike** and **The Boy Who Cried Wolf**	Cost of items owned	
Write chart story on characteristics of a good friend		



LEARNING TO EARN A LIVING

P.L.S. #7 involves the essential habits, attitudes and skills necessary to be a good worker, knowing what jobs are available for him, preparing for and getting a job.

Secondary

A. Understands about training for a job
   (1) Work in the area
   (2) One's own abilities and limitations

B. Understands about choosing and getting a job
   (1) Requirements for employment
   (2) Ways of getting a job
   (3) Services and agencies that assist in job finding

C. Understands about working on the job
   (1) Rights of the worker
   (2) Benefits available to the worker
   (3) Responsibilities of the worker

For specific teaching units related to his major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - Vol. II. **The Practical Arts.** and pages 9-46 and 79-86. for suggested units and meaningful activities related to the world of work.

See Bulletin No. 21-D. pages 40-51 and 64-65. for suggested units on LANDING A JOB. WHAT CAN I DO TO GET A JOB? WHAT TYPE OF JOB CAN I DO? WHAT MUST I DO TO KEEP A JOB. VOCATIONAL GUIDANCE. A PAPER UNIT. and WILL I BE ABLE TO DRIVE A CAR? in this area.

P.L.S. #7

SECONDARY

A. Understands About Training for a Job

Aims	Center of Interest Units	Introductory Discussions
(1) WORK IN THE AREA JOBS AVAILABLE	Survey of local job opportunities: Part or full time Location Use of maps	Discuss jobs listed in want ads Survey friends and relatives of the class for jobs List jobs held by students
NATURE OF THE JOB		Service establishments Food Cleaning and Laundry Maintenance Household Services Service Stations Baby Sitting Institutional
	Survey of local industries to determine the nature of available work: Wages Chance for advancement Skilled or unskilled Active or sedentary	Use yellow pages for names and number of concerns where specific jobs are available
(2) ONE'S OWN ABILITIES AND LIMITATIONS SELF ANALYSIS	My abilities and limitations	Utilize aptitude, interest and achievement tests Discuss meaning of abilities and limitations
SELF APPRAISAL	Personal appearance	Discuss importance of appearance - clothing, self, etc. Film on good grooming

SECONDARY

B. Understands About Choosing and Getting A Job

Aims	Center of Interest Units	Introductory Discussions
(1) REQUIREMENTS FOR EMPLOYMENT	Work Permit and how it is obtained	General and specific requirements i.e. drivers license, age, vision, physical, mental, social, others
	Skills and assets needed	Discuss personal aspects needed in getting and holding a job
(2) WAYS OF GETTING A JOB PREPARATION	Ways of getting a job: Personal contact Written application Want ads Telephone Friends	Discuss ways of getting a job Film (BAUI #3040 Getting a Job) Read and discuss a want ad
APPLICATION	Job interview	How does one prepare for a job interview

Language Arts	Number Concepts	Related Activities
Letters to local employers Job applications Types of jobs	Street and telephone numbers of industries Know street numbering system	Film - (BAVI) #1342 **How to Investigate Vocations**
		Career Day
Thank you letters		Employment counselor speak to class
Write descriptive paragraph about job visits	Cost of transportation to job	Filmstrip - on **Factory Workers**, (Ed. Proj. Inc. 10 E. 40th St. N.Y. 17, N.Y.)
Discuss means of transportation to jobs		
Spelling names of local businesses		
Read and report on different types of jobs from the Finney Series **Finding Your Job** or other work series Reports to class on the **On The Job Training**	Comparison of wage with types of jobs Range of wages	Visit industries and other places of employment Film - (BAVI) #1084 **Introducing Alice the Waitress**
Interview employed students Have an employed student talk to class	Relate area jobs to number concepts needed Sales slips Receipts	On the job training Scrap books containing pictures and job information
	Determine percentage of students employed Total hours students work Figure out average student wage	Film - (BAVI) #5465 **When I'm Old Enough Goodbye** Bulletin board showing people at work in different kinds of jobs
List job possibilities according to abilities and aptitudes shown by test Socio-dramas with designated liabilities, capabilities and disabilities Theme on kind of work I am interested in and how I am fitted to do the job	Analyze arithmetic deficiencies on achievement list Analyze numerically classroom records of attendance, completion of assignments, etc. Compute time lost thru absence	Review cumulative records with students Attendance Health Study of report cards Compare citizenship grades with academic grades
Theme on areas for self-improvement		
Read and discuss newspaper articles and columns on grooming	Cost of work clothing and proper dress	Filmstrip - (McGraw-Hill) **Are You Adaptable?** Do you win arguments and lose friends
Analyze self thru theme listing strong and weak points in personal grooming	Cost of good grooming	What I want to be Film - (BAVI) #0701 **Finding Your Lifework**
Scrapbook showing examples of good grooming		
Role playing Good vs. poor grooming		Utilize charts to discuss good grooming

Language Arts	Number Concepts	Related Activities
Socio-drama Making application for work permit and steps involved	Age limitations to employment - months, days, years. Physical factors: weight, height, vision, hearing	Filmstrips in series occupational educational - (Eyegate House #2, 3, 4, 6, 7, 8, 9)
Write to same asking for prerequisite to employment	Analyze letters to find math. required for specific job	**Finding your job** (Finney Co. Minneapolis, Minn.)
Write requesting an interview Answer a want ad Fill in job applications	Cost of transportation and job hunting	Compilation of personal data record
Practice telephone usage	Practice writing seven digit numbers from dictation	Film - #0700 (BAVI) **Find the Right Job** Filmstrip - **Job Interview** (Eyegate House)

P.L.S. #7

Aims	Center of Interest Units	Introductory Discussions
(3) SERVICES AND AGENCIES THAT ASSIST IN JOB FINDING	Wisconsin and U.S. Employment Services	Bulletin board display of employment agencies
	Private employment agencies	Discussion of agencies and services U.S.E.S. (Wis.) Vocational Rehabilitation Private agencies

SECONDARY

C. Understands About Working on the Job

Aims	Center of Interest Units	Introductory Discussions
(1) RIGHTS OF THE WORKER ON THE JOB	Labor unions Closed and open shop	Have students discuss unions as they see them Pros and cons of unions
	Employee-employer relationships	Discuss what are rights of worker Ask students what minimum wage means and how much it is - discuss
	Rights as union member	
	Safe working conditions Living wage What is it? Miniminum wage (legal)	
OUT OF A JOB	Unemployment compensation	Discuss unemployment compensation and right employee has to same
(2) BENEFITS AVAILABLE TO THE WORKER ON THE JOB	O.A.S.I.: Benefits derived How funds obtained Why necessary Who is covered	Discuss Social Security Find out if any one student now is on Social Security
OFF THE JOB	Insurance Plans: Health and Accident Life	Discuss student insurance and insurance in general
IN RETIREMENT	Pension and Retirement plans	What is a pension? Bulletin board of ads about retirement
	Workman's Compensation	Discuss - What is Workman's Compensation? What does Compensation mean?
(3) RESPONSIBILITIES OF THE WORKER TO GOVERNMENT	Income Taxes Local, State and Federal	What is Income Tax? Why is it necessary?
TO EMPLOYERS	Obligations to employer Punctuality Care of tools and equipment	Film - (BAVI) #2511 You and Your Work Discuss why employee has obligations toward employer Film - (BAVI) #3414 Wrong Way Butch
TO SELF AND FELLOW EMPLOYEES	Safety Rules	Discuss importance of safety in industry Bulletin board display on industrial accidents reported in paper Have representative from safety council speak

Language Arts	Number Concepts	Related Activities
Socio-drama - on job interview Fill in U.S.E.S. forms Practice job interview with U.S.E.S. Discuss and/or write what agencies can do for one Analyze fallacious advertising of correspondence and home study schools	Number of people served by U.S.E.S. Study cost of employment agencies Cost or fees for job Percentage of salary	Visit U.S.E.S. Have U.S.E.S. counselor visit class Movie on Employment Agencies **Film - (BAVI) #1035 I Want A Job**

Language Arts	Number Concepts	Related Activities
Write invitation to union leader to speak to class **Write to various unions for descriptive literature** **Write essay on rights of worker** **Discuss living wage and why it—s different for everyone** **Write to** **Determine criteria of eligibility for unemployment compensation**	**Dues for unions and their deduction from check** **Determination of wages from hourly and time employed** **Discuss cost of living and what it means** **Compare unemployment compensation - amount one might collect**	**Union official speak to class** **Bulletin Board of newspaper clippings on union activities** **Film - (BAVI) #3046 Good Place to Work** **Bulletin board of clippings on unemployment problems**
Fill in O.A.S.I. form **Write for O.A.S.I. brochures detailing cost and benefits** **Discuss insurance and kinds** **Write to local industries and ask for benefits they extend to workers** **Theme "What I want to do when I retire"** Write to Industrial commission to determine who is entitled to workman's compensation and why	**Percentage taken from salary for O.A.S.I.** **Difference between gross and take home pay** **Cost and value of insurance** **Yearly premium for insurance** **Cost of retirement plans** What would it cost to live at 65 Value of benefits derived from Workman's Compensation	**Film on O.A.S.I.** **Obtain a Social Security card** **Bring ads of various kinds of insurance and different companies** **Bring in policies and examine same** **Survey of students' family and age of people who have received Workman's Compensation**
Reading a tax manual and tax form Write to local tax office for information **Writing a check** Demonstrations Speeches on care of hand tools Discussion on why a day's work for a day's pay Discussion on why is the habit of punctuality important? What is courtesy at work? Write safety slogan Why do we have child labor laws? Why are certain minimum wages necessary for some jobs?	Computing tax Reading a tax schedule Value of tools, parts, repairs, etc. Time and pay lost thru accidents	**Film - (BAVI) #1002 How to Keep a Job** Display of tools **Film - (BAVI) #5307 ABC of Hand Tools** Visit local industries to see safety precautions and rules Check school for safety signs and precautions Make collection of safety signs

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LEARNING HOMEMAKING

P.L.S. #8 involves the essential habits, attitudes and skills necessary for the feeding, clothing, and housing of oneself and one's family.

Primary

A. Begins to develop family relationships
   (1) Reacts to the family as a unit
   (2) Reacts to self-concept in the family

B. Begins to learn homemaking habits and skills
   (1) Uses of clothing
   (2) Uses of food
   (3) Housekeeping processes
   (4) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, **Arts and Crafts** for homecraft and seasonal ideas related to homemaking concepts. Also see Vol. II - **The Practical Arts**, pages 28-30, for an illustrative primary unit on WASHING THE FAMILY CAR.

See Bulletin 21-B, Vol. I, pages 19-25, for suggested and illustrative units on HAVING FUN WITH OUR FAMILY AND FRIENDS and THE FAMILY. Also see Vol. II, pages 81-91, for another unit on THE FAMILY AND THE HOME.

P.L.S. #8

PRIMARY — A. Begins to Develop Family Relationships

Aims	Center of Interest Units	Introductory Discussions
(1) REACTS TO THE FAMILY AS A UNIT THE FAMILY PURPOSE	Purposes of the family: Social-Cultural Economic Education Recreation	Discussion to be held after playing house (or with a doll house) Subject - What things do we do as a family?
THE FAMILY ROLES	Activities of family members: Mother Father Sister Brother Grandparent	Make a scrap book of the children's own families and discuss who are the members of the family
THE FAMILY CUSTOMS	General family customs: Family celebration of holidays, etc.	When a disagreement arises over family practices, differences in family customs may be discussed stressing that there is no one right way to do anything
THE FAMILY IN THE COMMUNITY	Responsibility of the family to the community: Neighborliness Family helpers Institutions of the community	
(2) REACTS TO SELF-CONCEPT IN THE FAMILY	Privileges of family membership Responsibilities of family membership	Discuss the role of "me" in the family, after discussing the other family roles

PRIMARY — B. Begins to Learn Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(1) USES OF CLOTHING NEATNESS AND CARE	Neatness and care	Function and location of cloakroom, lockers, shelves Arrangement of coats, boots, umbrellas, scarves, etc. Daily, weekly, seasonal care of clothing: washing, mending, ironing, folding Equipment for the care of clothing: hangers, brushes, etc.
SUITABILITY OF CLOTHING	Suitability to climate and occasion	Kinds of clothes during winter, summer Styles used for school, church, etc. Pointers to follow in the choice of material: quality, color, etc.

Language Arts	Number Concepts	Related Activities
Read: Stories to children about families and what they do	Counting - list the activites of the family How many members in the family	Make pictures of family activities Make a bulletin board of the purposes of a family
Discuss: Make lists and write of things children do in their families Things we learn at home List activities of family members Importance of each role to the family; all activities are important Bring in and share family customs	Use of relationship words, e.g., big - little, old - young	Guess Who game of family members Songs about family members Play house with appropriate props, characteristics and activities Make pictures of different members in their activities
Read: Stories about famous family practices in history Poems and stories appropriate to each holiday		Dramatize some family customs
Discuss: Meaning of each holiday How each child's family celebrates each holiday How doctor, dentist, grocer, etc., help us What good neighbors are and do The place of church, industries, etc., in the community	Make a holiday calendar	Celebrate the major holidays with parties Sing holiday songs Make presents for the family for Christmas Make Valentines Make picture stories about holidays Make holiday decorations for school and home use
List: Things children could do to be better neighbors at school Discuss: Good manners List: Privileges and responsibilities of living in a family Dramatize: Good manners in different situations Role play and discuss how other family members feel when we act a certain way	Count contributions to charity drives made by children Count number of relatives of each child	Visit family helpers Visit institutions of the community Make pictures of activities that a good neighbor does Guess Who game with family helpers Collect pictures of family helpers Role play family helpers Make a bulletin board about relation of self to all family members Make pictures about a child's responsibilities to his family

Language Arts	Number Concepts	Related Activities
Give words, phrases and then short sentences Example: a coat, a red coat, a heavy red coat; Joan has a heavy red coat	Size: Big - small Tiny - large Light - heavy	Have pupils demonstrate proper way of hanging coats, folding scarves or placing in an orderly way - articles kept in the lockers Have pupils demonstrate how these are kept in closets, shelves in their own room at home
Recognize and verbalize types of clothing	Count: Objects in the room Girls in the room wearing red sweater, blue skirt Boys in the room wearing brown pants, black shoes	

B. Begins to Learn Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(1) (Continued) MATERIALS USED IN CLOTHING	Textiles	Different kinds of textiles: Cotton, silk, wool, etc. Which is best for what occasion and season
SHOPPING FOR CLOTHING	Shopping	Discuss: How to behave when going shopping Emphasize use of courteous expressions such as - Please, may I, would you mind, etc.
MAKING OF CLOTHING	Construction	Display of common sewing tools Examine and identify tools Function of needle, scissors, etc. Using each properly Correct way of threading, holding the needle and making a knot Holding and passing the scissors Placing pins on a pin cushion and not in one's mouth
(2) USES OF FOOD NEED FOR FOOD	Types of food Food production for health Cleanliness in eating Balancing diet Food from other areas (Various workers, climate, kinds of products)	The importance of family meals A balanced diet Health values of food Developing health habits Sources of food (seeds, etc.) Food habits of families in other places Foods produced in own community
SHOPPING FOR FOOD	How to shop for food	How to make shopping lists What to consider in buying food What to do in planning for a shopping trip What locations to consider in buying food Savings entailed in buying in large quantities Reading can labels for price and quality Safety in shopping Discuss and plan trips to creamery, bakery, etc.
PREPARING FOOD	Preparing food: Cleaning Recipes Right quantity	Mother's part in preparation of foods Child's part in helping Community preparation of foods (restaurant, factory workers) Grouping of ingredients and foods for cooking How to follow recipes Cooking equipment Cleanliness in preparing foods Adequate quantity of food for certain number served

Language Arts	Number Concepts	Related Activities
Comparative terms: Soft - hard Rough - smooth Printed - plain Thick - transparent Dramatize proper way of shopping Comparative term: Hard - soft Dull - sharp Dull - shiny	Discuss: Measurements Yardstick Foot Inches Count: Number of objects displayed Discuss size and shape of tools used Compute: Cost of each sewing tool Cost of complete sewing equipment	Prepare a scrapbook and label properly what each dress is for Use cutouts and ask them to identify the clothes Prepare a scrapbook with the different kinds of cloth properly labeled Field trip to a dry goods store Have pupils bring to class some of the sewing equipment discussed in class Demonstrate simple, basic stitches and students may be allowed to make simple household objects of their choice such as Placemats Hankies Scarf (triangle, rectangle)
Dramatize: Family at dinner Cleaning up for dinner Write: Foods necessary for health New words learned in relation to unit Read: Food production Go thru magazines for pictures and labels on food Report: On new foods they tried	Count: Family at dinner Foods in each meal Fingers for washing Objects on face for washing (mouth) Compare: Size of foods Different types of apples, etc. Grouping: Group foods into major food groups (fruits, etc.) Group foods into three meals for a day	Make food models and practice selecting nutritious meals Make a hotbed or cold frame in early spring Open grain of corn and find seed Make a seed collection Plant bean seeds near the window and watch them grow Collect magazine pictures of foods and animals related
Write: Shopping list with prices List ingredients in foods Dramatize: Shopping in a supermarket Report: On whole trip (include safety) Read: Books on these various places (bakery, etc.) List: Foods or products from these places	Count: Ingredients in foods Foods needed on list Add: The prices of foods Compare: Labels Size of cans, boxes Size of solid objects (apples) Quantities: Pint, quart, pound, etc. Light - heavy Small - large	Write a shopping list Collect pictures of foods in a supermarket Collect pictures, labels and types of supermarkets Make maps of locations of bakery, etc. Take trips to food areas (parent and teachers included)
Dramatize: Mother's role in cooking Play kitchen (make imaginary food) Write: Foods and ingredients needed in food preparation Make out or write up recipes	Count: Household equipment used in cooking Number of foods and ingredients Budgeting Time: How long to cook various foods	Manipulate and operate household utensils, equipment and machines Organize class for sharing group work Model or draw representation of foods used in cooking Collect recipes in a self-made recipe book

P.L.S. #8
PRIMARY

B. Begins to Learn Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(2) USES OF FOOD PREPARING FOOD (Continued)		
SERVING FOOD	Serving of food Practicing setting the table Colors and textures used in table setting Passing of food Correct posture Cleanliness of appearance Thinking of food needs of others Family and holiday customs Food situations (picnics, parties)	How to set the table How to make the table more beautiful: dishes, silverware, flowers, etc. How to utilize good manners How to treat a guest Polite table conversation Customs and situations in food serving
CLEANING UP AFTER MEALS	Correct handling of dishes in clearance How to manipulate wash cloth, towels, etc. Ways to handle articles such as glasses Carefulness in approaching heated foods Handling of knives and sharp objects Wiping off table and cleaning of work area Helping to dispose of garbage Helping to keep the floor clean	Discuss Clearing food away Washing dishes Safety principles Cleanliness principles
PRESERVING FOOD	Make-up and use of refrigerator Types of perishables and their placement in the icebox (Meat at the top, under or in freezer) Placement and convenient arranging of supplies on shelves Placing correct sizes of covers on correct containers	Use of refrigerator in preserving foods Correct placement of perishables in the refrigerator Using cool, dark storage for root vegetables Using clean dry shelves for staples Using covered containers Kinds of foods to be stored or conserved

Language Arts	Number Concepts	Related Activities
Read: Directions in recipes List: Ways to use cleanliness in food preparation	Measurement: How much of what to add to make whole or finished goods Subtraction: How much to take away when too much is added	Take trip to restaurant or bakery (observe safety and sanitation utilized in cooking and baking)
Diagram and Label A table setting List: Kinds of colors that blend well Kinds of flowers suitable on table Dramatize: Good table manners in a serving situation List: Ways good manners are shown Write: About a holiday celebration	Count: Silver and dishes used Formation of concepts Enough Too many Too little Balance Size and shapes of objects (symmetry)	Set table for a social function Practice arranging flowers and blending colors Practice correct way of serving others Carry over good conversation into everyday life Collect holiday scrapbook and recipe book of meals
Label: Various stacks into which dishes are placed in cupboard List: Popular brands of dish soap Ways of handling foods and objects safely Ways of safely cleaning appliances Ways of cleaning up	Concept of like objects placed together Compare size of wash cloth and towel Compare size of boxes of soap, etc.	Practice clearing away of dishes Practice washing dishes Practice safety principles Practice cleanliness principles Model or draw representation of model of work area with labels for sections needing cleaning
List: Kinds of perishables placed in refrigerator Foods appearing on shelf	Inventory of supplies and perishables Concept of size and shape of containers Weight of containers	Diagram a refrigerator inside and outside Diagram shelves and sketch and label in supplies
Discuss: Allowances How to save money What kinds of things to buy, other expenses Sources of family income	Count money and make change Make out simple budget	Dramatize shopping experiences with play money Take a trip to a store, bank, post office Dramatize family discussion about money matters

P.L.S. #8

PRIMARY

B. Begins to Learn Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(3) HOUSEKEEPING PROCESSES FAMILY MONEY	Family finances	Discuss: What a budget is Who earns money at home, who spends it
TYPES OF HOMES	Choosing the home	Show pictures of different kinds of homes (different types, sizes, designs)
FURNITURE AND FURNISHING	Furnishing the home	What goes in a house Furniture Curtains Rugs Lamps Sheets, towels, etc.
CLEANING AND REPAIRING	Maintaining the home	Discuss: Keeping own rooms straight and clean Daily, weekly, seasonal tasks of the home
HEALTH AND SAFETY IN THE HOME	Health and safety	Health habits (baths, brushing teeth; eating habits) Accidents, accident prevention Fire prevention Dangers of gas, guns, electricity Leaving toys on floor
(4) CHILD CARE METHODS LEARNING ABOUT NEW LIFE	Reproduction	Pictures of plants Book or story about a new baby
GETTING READY FOR A NEW BABY	Preparing for a baby	Advantages and disadvantages of having new baby in family How to help mother before baby is born
TAKING CARE OF THE BABY	Care of baby	What new babies are like, what they do, what mother does Helping with the baby
CARING FOR A YOUNG CHILD	Care of young children	Helping with younger brothers and sisters

Language Arts	Number Concepts	Related Activities
Discuss the purposes of different types of dwellings	Count number of houses	Build different kinds of houses with blocks, cardboard Walk around neighborhood to identify kinds of homes Trip to see houses being constructed
Discuss: What kinds of furniture and equipment go in different rooms in a house Aesthetics in the home - color schemes	Measure rooms, compare sizes Make simple floor plan	Fix up doll house Make furniture Material scraps for curtains and rugs Make scrapbooks of houses, furniture, appliances
List: Chores at school Chores at home Discuss: Appearance of home and surroundings	Count silverware Size of silverware	Assign cleaning jobs at school Water plants Put away toys Clean doll house corner Singing and games about home care Make scrapbooks of family members at their tasks
Discuss: About accidents that have happened and their causes About food we eat Make: Simple charts on health and safety principles	Measure amounts of medication (number of aspirin, etc.)	Gather first aid kit Dramatize Being cut with knife Play yard accidents Practice calling doctor, fireman, police on toy telephone Make scrapbooks Home accidents Accident prevention Food essentials
Discuss: Pets at home and their care Baby animals (cat - kitten. dog - puppy) Read: Stories about animals	Charts: time chart Measure growth of plant	Growth of tadpoles into frogs Hamsters Watch egg hatch or visit hatchery Visit farm Growth of plant; beans germinating
Discuss: Fetal development and show pictures Difficulties experienced by pregnant women When mother goes to the hospital	Sizes of newborn babies (e.g. with present height and weight) Growth rates	Dramatize helping mother when she's expecting
Discuss: How we feel about new babies, how we act around babies	Feeding and sleeping schedules	Doll house; dramatize care for dolls, wash clothes, feed, change diapers Scrapbook of babies
Learn: Simple songs, rhymes and finger plays for young children	How many brothers and sisters do you have?	Scrapbook of games and toys for young children

LEARNING HOMEMAKING

P.L.S. #8 involves the essential habits, attitudes and skills necessary for the feeding, clothing and housing of oneself and one's family.

Intermediate

A. Develops knowledge of family relationships
   (1) Reacts to the family as a unit
   (2) Reacts to self-concept in the family

B. Develops ability to use homemaking habits and skills
   (1) Uses of clothing
   (2) Uses of food
   (3) Housekeeping processes
   (4) Health and safety in the home
   (5) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - A Potpourri of Ideas for Teachers on the Mentally Retarded, Vol. I, Arts and Crafts for homecraft and seasonal ideas related to homemaking concepts.

See Bulletin 21-C, pages 93-96, for a suggested and illustrative unit on HOME LIFE designed for the intermediate level.

P.L.S. #8

INTERMEDIATE

A. Develops Knowledge of Family Relationships

Aims	Center of Interest Units	Introductory Discussions
(1) REACTS TO THE FAMILY AS A UNIT THE FAMILY PURPOSE	Understands the family purpose: Activities in which family cooperation is required Games and other related activities that the family as a whole or part can participate in Learning of various social graces Learning to cooperate and achieve similar goals Duties of all members in the family	Display of pictures which involve the family in educational, social, vocational and recreational pursuits Show film on family living Tell stories about families or family living
THE FAMILY ROLES	Understands the family roles: The roles of father, mother, brother, sisters and others living with the family i.e., grandfather and grandmother Who they are and what they do	Film on the family engaged in various roles Slides on family members performing numerous duties
THE FAMILY CUSTOMS	Understands the family customs: Community celebrations Family celebrations relative to holidays and special occasions Folk dancing and social games	Movie on local or national customs and holidays Discovering pupil's birthday Report of students' experiences within the family group (birthdays, anniversaries) Stories about celebrations and holidays
THE FAMILY IN THE COMMUNITY	Understands the family in the community Community agencies as related to health services, financial help advisory help, or social and spiritual advice	Field trip to hospital, business section, post office, churches, police department, industries and fire station Movie or film strip on the family involved in community activities Visit from professional personnel describing their civic duties and what they expect from citizens
(2) REACTS TO SELF-CONCEPT IN THE FAMILY	Relationship of self in conjunction with those in the family Work Play	Report on duties in the home Movie or film strip on duties or problems that develop in the home

Language Arts	Number Concepts	Related Activities
Read: Book on family life Write: Experiences in achieving family purposes Discuss: Learning to cooperate in planning and working together; examples of cooperation in the family	List six activities carried on in the home and then compare activities that have been put on the list	Collect photographs of family involved in family activities Make puppets and dramatize family experience relative to cooperation in home
Read: Book on family life Write: Short report on each member of family and explain what each one does; names of family members Discuss: What each member in the family does; compare activities of members in various families	Number in family Age Weight Size Birthdate of members in the family Old-er-est Young-er-est	Keep record of individual duties carried out in the home Collect pictures of family members performing various duties Learn and practice home activities which can be carried over into the home Draw members of family going about performing various family functions
Read: Stories about customs, holidays and celebrations Write: Ways family celebrates special events; list and compare all events celebrated Dramatize: Performing and showing family customs	Dates of birthdays, holidays, anniversaries and other special events	Bulletin board on special events Listen to records concerned with special events Make and wrap gifts for different occasions Sing birthday songs relative to holidays or other events
Read: How to be a good neighbor; what organizations do for us and what we should do for them; safety rules in home and community Write: List safety rules in the community; recognize signs (stop, R.R. crossing, danger) About people who live near you Discuss: How to help one's neighbor About people in the community who serve us such as the milkman, fireman, policeman and postman Dramatize: Role play the policeman, doctor, nurse, postman, milkman and fireman	Locations of buildings by street and numbers Phone numbers of hospital, doctor, police, fireman, friends and home	Make a map of community showing where students live and where major buildings are Collect pictures of local groups in action Draw pictures of people serving the community Bulletin boards which display danger and warning signs such as stop, high voltage, school crossing and exit
Read: Articles on family living; books on family living Write: Duties toward father, mother, brothers and sisters; what the family should expect from you and what you should expect from the family Discuss: The role of the self and others in selecting planning and carrying out leisure time activities; differentiate between leisure time and time for duties and tasks	Students list a number of activities done in the home and then compare activities with others	Bulletin board showing numerous duties performed by students while at home Pictures showing family doing things together Keep record of duties carried out in the home

P.L.S. #8

INTERMEDIATE

B. Develops Ability to Use Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(1) USES OF CLOTHING NEATNESS AND CARE	Neatness and care	Discuss classroom lockers or cloakroom; location; arrangement of articles; brush off excessive dust or snow Discuss home care daily; weekly; seasonally Discuss dry cleaning
SUITABILITY OF CLOTHING	Suitability to climate and occasion	Choose pupils appropriately dressed for school. Discuss and analyze the reasons for the choice: simplicity; comfort; quality; fit; etc.
SHOPPING FOR CLOTHING	Shopping	Discuss past shopping experiences Discuss the different types of stores: department, shopping center, clothing (men or women), shoe store
MATERIALS USED IN CLOTHING	Textiles	Discuss how cloth is made: spinning; weaving-plain and variations; finishes applied after Pupils judge materials being worn in class as to probable ease of upkeep
CONSTRUCTION OF CLOTHING	Construction	Discuss safety rules: cut thread with scissors, not teeth; put pins in pin cushion, not teeth; pass handle of scissors
(2) USES OF FOOD NEED FOR FOOD	Need for food: Health habits How to select well balanced meal to keep healthy Basic seven foods A unit on food from other areas Various workers Climate Type of products	Uses of food to the human body The specific functions of each in the human body (simple idea) carbohydrates, proteins, fats, vitamins, minerals and water High and low caloric foods Source and kinds of food Need for local and food from other areas
SHOPPING FOR FOOD.	Shopping: Selecting a market to make shopping Selecting foods from the store Budgeting	Factors influencing the price of food in markets Selecting fresh or good stored foods Comparison between the prices of different markets Shopping list use

Language Arts	Number Concepts	Related Activities
Reading: Identify locker by name; color; object Names on articles like boots Labels on boxes which have seasonal clothes packed in them	Count: 2 gloves; bots; rubbers Sizes of shoes; half sizes Change at the laundromat	Locker inspection duty by pupils taking turns Class go to laundromat Use of drawers; closets for hanging clothes Polish shoes
Vocabulary: Old or new clothes	Vocabulary: 2 meaning pair Time: Length of seasons; more winter or summer clothes Directions: North, south, east, west	Make posters of cutouts from magazines, old pattern books. to demonstrate: part; school; casual; downtown; sleep wear
Reading: Labels of brands, sizes, etc. Situation of mother and pupil on shopping trip Point up possibilities, conflicts and difficulties Discuss ways of improving	Count: Labels of sizes Personal sizes List amount of each article to be purchased Make list of clothes and check costs Totaling cost of wardrobe	Take a shopping trip by using a mail order catalog Dramatize: A skit in which shoppers show the right and wrong attitude and actions
Spell: Fabrics used in clothing Cotton, linen, wool, nylon, orlon, rayon, dacron	Measurement: Number used to designate thickness of thread Types of textiles	Principal weaves illustrated with drawings and samples such as: satin; pile; basketweave; plain; twill Study fabrics in relation to easily soiled surfaces; colors which show soil; washable or require dry cleaning
Vocabulary: Sharp and dull Pair, pear, pare Not, knot	Time: Work schedule for completion of weaving Count weaves completed each day to see if on schedule Measurement: Measure or estimate length of yarn to be used in the weaving	Necessary tools for sewing: needles; thread thimble Correct way of threading, holding needle, making knot Weave pot holder and other similar projects
Discuss: What is this picture Classify kinds Read: About food production, magazines, newspapers, malnutrition cases Write: Food lists Spell: Names of foods Tell: About your home meal and evaluate	Counting daily grams, calories for daily requirement for adult and child Count: Number of each kind needed Price of the food bought after shopping	Films on "Food and Human Body" Suggesting meals and reporting on these meals Grouping plants and products Collecting magazines, newspapers and special journals on food Book on foods eaten daily
Discuss: Price lists of different markets Reading: Store ads Write: Foods to buy; for a day, for a week Compare: Lists of food and prices	Problems on shopping Formation of concepts Small, some, light, heavy, ounces, pounds, pints, quarts, etc.	Trip to the local market Sending letters to big stores to have their lists Preparing personal shopping lists; for a day, or for a week Checking store ads

P.L.S. #8

INTERMEDIATE B. Develops Ability to Use Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(2) USES OF FOOD (Continued)		
PREPARING FOOD	Preparing food: Planning simple menu for simple meal Sharing in cooking a simple meal, in classroom or in home Kitchen facilities and usage	Patterns of food in day meals Planning menus for meals Class tea party Cooking Effect of cooking on food and procedure to follow to prevent destroying and discarding of nutrition Customs from different foreign countries in cooking, preparing the different kinds of food Service schedule discussion Cleanliness
SERVING FOOD	Serving food: Arranging table Serving a guest on the table, a meal, party Customs	How to set the table General appearance of the room Placement of table, chairs, tools Decoration of table Where guests and hostess can sit How to serve Handling different plates Bread, biscuits, cakes Filling glasses or cups
CLEANING-UP AFTER MEALS	Cleaning up: Cleaning up equipment from the table Cleaning equipment and tools after use Arranging table and kitchen after use	Cleaning Removing plates, spoons, knives, forks from the table Washing equipment Using soap Removing grease from pots, stove Check on equipment after use
PERSERVING FOOD	Conserving food: Vegetables, eggs, cheese, meat, for a period of time in Home Class Using refrigerator Shelves Containers	What kinds of food can be stored The causes of food spoilage Molds, yeast, bacteria Prevention of spoilage Cooling, sterilization, removal of moisture, exclusion of air, refrigeration, using vinegar, sugar, salt Correct placement of food for preserving
(3) HOUSEKEEPING PROCESSES FAMILY FINANCING AND BUDGETING	Family finances Ways in which a family earns money	Discuss ways to earn money by working for others, owning a business, renting property, or receiving aid from social agencies Discuss selling homemade articles, keeping roomers and boarders, working part time
	Things that influence family expenses	Study and discuss how following items influence family expenses: food, clothing, utility bills, rent, upkeep, medical expenses, insurance, transportation, education, organization memberships, recreation and savings
	How a family should plan its spending	Discuss the meaning of budgets, planning budgets in family conference and recording individual contributions

Language Arts	Number Concepts	Related Activities
Reading: Recipes and current home making magazines, cooking books and discuss Report: Ways to prepare a particular kind of food Washing Cutting Vocabulary: Kitchen terms Use lists Matching, completion, multiple choice questions	Problems to count weight, size and different measurements Budgeting time for cooking different kinds of foods Watching clock or using an alarm clock	Visits to school restaurant or cafeteria Preparing sandwiches, simple cakes, quick bread, biscuits, eggs, bacon, soup, vegetables, cookies, salads, potatoes, macaroni, desserts, holiday food Make a class tea party Compare and discuss the difference between class meal and commercial one Pupils may record their meals and evaluate
Discuss: Decoration for several purposes Use charts and pictures of table setting Table etiquette Read: Read in etiquette books	Count: Number of tools, equipment going out to table for a particular number of people Check number of tools and equipment in cupboard before and after serving	Have pupils make diagram of cupboard arrangements. Labeling and locating each piece of equipment Demonstrate waitress services Setting table and decoration Serving Use quiz games to promote learning Names and uses of utensils Demonstrate table etiquette and sitting
Discuss: Report on different equipment and tools used in a meal or a party after use	Check number of tools and equipment out for a meal or a party and back to the kitchen	Rotate responsibility for the different cleaning chores until each child is familiar with all the phases of cleaning up Refrigerator use and cleaning and arranging after use
Read: Changes in food such as milk, meat, bread, fruits, if not stored by a good way List food placed in refrigerator, on shelves	Count: Inventory of supplies and perishables Formation of concepts Volume Size Weight Problems of conserving	Put some kinds of food in hot place and observe after a time Slides of molds, yeast, bacteria under microscope Trips to companies to observe canning, freezing, adding chemicals Arranging exhibition of containers and other supplies needed for home conserving
Write: Short stories about experiences in earning money "The Family Pocketbook" Tell: About experiences in the family's working hours, places of work and the earnings a family receives	Count: Keep record of income and expenses	Dramatize a family conference regarding ways of earning and spending money Show ways to reduce costs and save money (home canning, mending, decorating, repairing, etc.)
Discuss: How the following items influence family spending Amount family has to spend Size of family Age and health of family members Spending habits of friends	Choose a budget plan and compute total income and list expenses from a "family"	Collect pictures of things for which a family spends money Take a trip to the utility companies Learn to make simple household repairs

P.L.S. #8

INTERMEDIATE

B. Develops Ability to Use Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(3) (Continued) TYPES OF HOMES	Learning about the home Things to consider when choosing a home	Discuss what is available in housing Discuss values of single homes, income flats and bungalows, housekeeping flats, light housekeeping rooms Discuss the adjustments that families make to inconveniences in homes
FURNISHINGS AND FURNITURE	What things should be considered when furnishing a home?	Discuss things needed for a home: furniture, drapes, curtains, pictures, floor coverings, household appliances, cleaning implements, kitchen utensils, dishes, silverware, bedding, linens Discuss efficient provision and utilization of storage shelves Discuss the efficient kitchen, dining area, efficient arrangement of clothing and cleaning closets
	How can we make a home more serviceable, acceptable and attractive?	Discuss general art principles Discuss following a color scheme Study colors and the use of a color wheel Discuss placing furniture so the room will be more attractive
CLEANING AND REPAIRING	Learning about the home Maintaining the home Keeping the home clean Keeping the home in repair	Care and appearance of buildings, lawns, yards and fences Division of responsibilities in the care of the home - routines in caring for the home and for the doing of laundry Efficient methods of performing household daily tasks: Bedmaking Preparing meals Setting tables Serving meals Washing dishes Weekly tasks: Cleaning Caring for the refrigerator and stove Yearly tasks and monthly tasks: Washing walls Draperies Windows, etc. Discuss the values of simple household repairs; techniques and needed equipment, costs of doing own work contrasted with hiring repairman, money saved by keeping things in good repair, hazards reduced by keeping things in good repair
		Discuss home decorating technique and needed equipment Discuss household repairs that can be done by the family safely

Language Arts	Number Concepts	Related Activities
Discuss: Make an experience chart on ways to arrange a home for greater convenience Study: Make a list of names of rooms with the correct furnishings, etc. Label diagrams of houses and rooms and match furnishings and equipment with the proper rooms Make an experience chart on ways to obtain correct lighting	Measure rooms of a model home and compare the sizes with own home Compute costs of various furniture and furnishings and make estimates of the cost of furniture for each room	Make a house and furnish it Make a scrapbook of furnishings, appliances, home equipment Crafts and construction: make model furniture and equipment from clay or wood Make draperies, towels, pot holders, pillow slips, dresser scarves, lamp shades, shoe bags, slip covers, book ends, shelves, tie racks, show cases, towel racks Make window boxes for plants
Study: Room background and types and styles of furniture Discuss: Things one can make to beautify the home Types of furniture arrangements Write: Letters to get directions for making household articles Letters to obtain information on color schemes, decoration, etc.	Compute the cost of buying drapes, compared with making them	Visit department stores to see model rooms Plant carrot tops and beet tops to make growing table center pieces Add interest and beauty to rooms with simple, inexpensive growing plant arrangements using discarded glass containers Make book shelves using plywood and building blocks Frame prints from magazines Decorate the classroom to make it attractive
Care and use of appliances and furniture, the money saved by taking care of appliances, the usefulness of the appliance if handled properly "Family discussion" on division of work if both members of the family are employed Ways children can help when both parents work Interesting activities made possible as the result of the time saved by efficient housekeeping (needed rest and relaxation, hobbies, improvement of a person's appearance) Write: About good housekeepong procedures Ways for caring for appliances and furnishings Duties of family members to the care of each room Show how one can have more fun time if work is planned Satisfactions gained from working efficiently	Make a "time chart" showing the division of work in a housewife's day and week Make a schedule for monthly and yearly tasks Learn to measure amounts of soap for laundry and other cleaning agents used for general washing and cleaning Compare costs of repairing and decorating one's self with that of hiring workmen	Choose roles and dramatize the different tasks usually performed by family members Show members of the family at their household jobs Show ways to simplify or eliminate household tasks Delegate responsibilities in the cleaning of the classroom: dusting, sweeping, scrubbing Demonstrate bedmaking, setting tables and preparing meals Learn to use cleaning supplies and equipment Have pantomimes showing household tasks like washing dishes, stretching curtains, etc. Collect commercial advertisements and labels describing cleaning products Choose roles and dramatize the work or workers who come to the home to make repairs, to build or to decorate Workshop: Go to a fuse box and learn how to change a fuse Learn to repair cords, fix steps, replace glass, the cars of storm windows and screens

P.L.S. #8

INTERMEDIATE

B. Develops Ability to Use Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(4) HEALTH AND SAFETY IN THE HOME	Learning about home safety	Common causes of home accidents: fires. electrical hazards, falls, sharp instruments, cleaning fluids and poisons, excessive wax, use of chairs for climbing, careless smoking, etc.
	Recognize safety hazards and preventing accidents	Family provisions for safety The responsibilities of older members of the family for preventing home accidents Steps to take in case of accidents; first-aid and getting assistance
	Health	The importance of a clean house Sanitation in the home: Killing insects. fly traps, spray, fly swatter, killing rodents with mousetraps and poison Importance of clean and unspoiled food Medications in the home Develop an understanding of family illness Caring for the ill Ways to help family when there is an illness in the family
(5) CHILD CARE METHODS LEARNING ABOUT NEW LIFE	Reproduction	Show pictures on plant and animal growth and discuss Human fetal development Birth
PREPARING FOR A NEW CHILD	Preparing for baby	Discuss future birth of younger brothers and sisters, students' hopes and reactions
TAKING CARE OF A BABY	Care of Baby	Discuss the saying "as helpless as a baby" Why does a baby need so much care?
CARING FOR A YOUNG CHILD	Care of young children	Discuss babysitting responsibilities

Language Arts	Number Concepts	Related Activities
Write: Causes of home accidents and ways to avoid them Posters of various aspects of home safety List housekeeping practices that would make a home safer Caring for burns or injuries	Determine safe heights for keeping undesirable objects away from children	Have a fireman come to the school to discuss fire hazards and home safety Make scrapbooks of ways to prevent and avoid accidents and what safety rules and measures should be used in the home How to treat someone who took a poison
Make: Guide to suggest how accidents to children may be avoided A set of common safety rules for the home Have home inspection inventory to check on existing hazards and plan ways to make the home safer	Make a list of important telephone numbers	Practice on a toy telephone calling the fire department, police, doctor and the gas and electric company Find out where the fire alarm box is in your neighborhood Practice the school fire drill
Enrich the vocabulary with health and safety terms Discuss: Ways to guard against acquiring and spreading germs Write: About the relationship of food that has spoiled and food poisoning and the relationship between disease and dirty food Paragraph on the value of boiling sickroom articles List approved home remedies found in the medicine cabinet plus medical supplies Label bottles containing harmful drugs	Learn to measure medicine Learn to use a thermometer Keep a record of a child in the class while he has been ill	Demonstrate how good cleaning practices are related to health Have a sanitation officer tell the class what is done to keep the city clean Examine superstitions about health practices Have a mother come to discuss "Family Responsibility for Good Health" Arrange a medicine cabinet Have a skit on desirable and undesirable visitors in the sickroom Make favors for hospitals Have a public health officer discuss public health services
List gestation times for various animals	Measurement of growth of plant	Germination of seeds Tadpoles Hatching of egg Growing own plants
Baby - babies film Discuss How a baby effects the family - finance, etc.	Twins, triplets	Fetal development chart Visit to a hospital maternity and nursery ward Layettes and equipment preparation
Dramatize care of baby Write Story about what life of baby is like	Feeding and sleeping schedules Weight and measure	Sterilization of milk Scrap book of baby care Bring in a baby: how to hold, bathe, feed, change clothes
Discuss: Interesting stories to tell to children Rhymes How younger children act at different ages (expect different behavior at different ages)	Ages	Have a party for a group of small children

LEARNING HOMEMAKING

P.L.S. #8 involves the essential habits, attitudes and skills necessary for the feeding, clothing, and housing of oneself and one's family.

Secondary

A. Understands the Development of Family Relaionships
    (1) Reacts to the family as a unit
    (2) Reacts to self-concept in the family

B. Understands the Development of Homemaking Habits aD Skills
    (1) Uses of clothing
    (2) Uses of food
    (3) Housekeeping processes
    (4) Child care methods

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded, II - The Practical Arts,** for a fairly comprehensive coverage of homemaking skills at the junior and senior high levels. See pages 5-27 for suggested and illustrative units in the area of HOMEMAKING AND HOME MAINTENANCE. See pages 31-40 for a unit on BABY SITTING. See pages 41-45 for a UNIT ON SEWING. And, see pages 47-58 for units in the area of GOOD GJOOMING AND GOOD HEALTH.

See Bulletin 21-D, pages 40-51, for related knits on LEARNING TO EARN A LIVING. Also see pages 52-67 for suggested and illustrative units on CONSUMER EDUCATION, WHAT IS A GOOD HOME? and HOMEMAKING AND FAMILY LIFE.

P.L.S. #8

SECONDARY

A. Understands the Development of Family Relationships

Aims	Center of Interest Units	Introductory Discussions
(1) REACTS TO THE FAMILY AS A UNIT THE FAMILY PURPOSES	Family purpose Activities and goals of the family	News report of families Show film strips on family life Discuss the purpose of the family
THE FAMILY ROLES	Family roles Roles and duties of each person in the family	Bulletin board with pictures of families Show slides or make home movie with families performing different duties
THE FAMILY CUSTOMS	Family customs Celebration of special events	Have resource person discuss national customs Discuss national customs and holidays of different countries as related to the family Have students tell about special events
THE FAMILY IN THE COMMUNITY	Family in the community Relation of family to community agencies	Have a movie on the family involved in community activities Invite resource persons from various civic organizations
(2) REACTS TO SELF-CONCEPT IN THE FAMILY	Understand the relation of self to the family	Discuss problems of the teenager in the family Report on duties in the home

SECONDARY

B. Understands the Development of Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(1) USES OF CLOTHING NEATNESS AND CARE	Neatness and care Cleaning clothes Making necessary repairs Proper storage	Posters illustrating well-kept closets and storage areas Bulletin board on proper and improper care of clothing Trip to dry cleaners, shoe repair, laundry
SUITABILITY AND APPROPRIATNESS OF CLOTHING	Suitability to climate and occasion Seasonal clothes Appropriate dress for work, leisure Suitability to individual figure	Field trip to department store to have woman discuss and exhibit proper styles and accessories for various figures Examine pattern books or catalogs for basic dresses and appropriate styles

Language Arts	Number Concepts	Related Activities
Discuss Learning to cooperate with family group Movie on family life Read books and magazines on family life	Family schedules as they relate to work, play	Dramatize **Family working in cooperation with the community** **Plan activities for family use of leisure time**
Report on the roles of the family and their importance	Use measurements in making table cloth, place mats for table setting	**Keep records of duties carried out in the home by family member** Have a collection of pictures showing family performing various duties
Discuss the customs in your community as they relate to the holidays Read books and magazines on customs and special events	Figure cost of holiday meals eating in and out Compare the two Write dates of birthdays, holidays, anniversaries and other special events Compute cost of special event project	Make a bulletin board on special events Plan a party for a special event
Write safety rules in the community Discuss being a good neighbor	Space concepts Locate streets and buildings Know numbers of phone you could call in case of emergency	Field trips to various community agencies Make a map of the community Art project on traffic signs and signals
Dramatize Teenage leisure time Read articles on family living Write what parents or brothers or sisters like or dislike in students	Plan and budget teenage allowance Clothing Recreation Management of time	Make a bulletin board showing duties of teenagers

Language Arts	Number Concepts	Related Activities
Discuss: Keeping an orderly clothes closet How to properly store all types of clothing for daily or long term use "A stitch in time saves nine" Write: Rules for daily, weekly and seasonal care of clothes List of safe cleaning agents Make a notebook on care of clothing: Hanging clothes up Cleaning Ironing	Compute: Costs of cleaning agents Costs of cleaning winter clothes Compare cost of professional dry cleaning and coin-operated cleaners	Sewing projects: Mending Darning Sewing buttons Patching Demonstrate Proper cleaning agents and techniques for all types of materials, emphasizing safety Techniques in pressing special fabrics Removal of stains Shoe care Correctly wash various types of clothes and use proper method of completion (spin dry, drip dry, ironing) Use correct methods of handling, putting on and taking off clothes
Discuss: Relation of colors, designs and sizes of clothing and accessories to individual figure Fad vs. style Suitable clothing When applying for a job When working in various businesses Prepare an individual notebook on most appropriate styles, colors and patterns of clothing and accessories	Compute cost of basic wardrobe Compare cost of costume jewelry	Collect pictures illustrating combinations of clothing according to season, occasion and style Work out a suitable minimum wardrobe for their age Analyze what makes clothes pretty Try on different types of accessories to find most becoming Experiment with colors to find attractive combination

P.L.S. #8

SECONDARY

B. Understands the Development of Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
SHOPPING FOR CLOTHING	Shopping: Wise buying Understanding advertising	Film on techniques in buying Display various clothing labels and tags Trip to clothing store
TEXTILES USED IN CLOTHING	Textiles: Use of materials Care of fabrics	Bulletin board of fabrics, illustrating type of garment Trip to retail store specializing in all types of fabrics Film on modern fabrics
CLOTHING CONSTRUCTION	Construction: Ability to use basic sewing tools Construction of simple garments	Trip to store to see sewing demonstration Speaker on choosing and using patterns

Language Arts	Number Concepts	Related Activities
Discuss principles of wise shopping Importance of labels, brand names Types of stores Guarantees Quality vs. quantity Characteristics which determine value	Compare: Prices from newspaper ads or catalogs Out of season and in season buying Make a clothing budget Meanings of various sizes	Develop ability to read and analyze modern advertising techniques Show relation of cost, maintenance and durability with longevity, appearance and comfort Examine expensive and inexpensive dress; compare quality and price
Compile guides for buying (brand names, quality grading) Prepare inventory of wardrobe needs Discuss "What is a bargain?"	Make change Compute savings gained by purchasing at sales and discount prices	Dramatize what to consider when purchasing a wool sweater, nylons, shoes, etc.
Discuss: Uses of the various materials (synthetics, cotton, wool) Ease in care of various materials (wash-wear, dry clean) Prepare notebook on proper laundering techniques for each type of fabric Vocabulary Names of common fabrics	Compare cost of materials: Price per yard Price of finished product	Speaker with samples of natural and synthetic fibers to explain qualities and uses Demonstrate Effect of heat of iron on different fabrics Color fastness and shrinkage Show importance of finishing processes in relation to ease in care (Sanforized, sunfast, crease-resistant)
Discuss: Most desirable materials (cost, ease in handling, design) Problems in sewing Selecting a pattern Safety in sewing Clarify meaning of pattern symbols List minimum sewing supplies Vocabulary Sewing terms	Take correct measurements Adjust patterns Estimate materials, equipment and costs of project	Choose a simple garment to construct Use appropriate tools and equipment correctly in project Demonstrate Different methods of marking Preparation of fabric for cutting Types of seam finishes Faults in pressing (shine, seam edges, home-made look)

B. Understands the Development of Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(2) USES OF FOOD FOOD VALUE AND NEED	Learning about need Recognizes a well-balanced meal **Understands basic food charts** Health Growth Prevention of disease Develops nutritional habits	Discuss how the human body utilizes food Film to show function of carbohydrates, protein, fats, vitamins, minerals to body Pictures to show contrast in bodies of well nourished and undernourished children Discuss relation of food to adolescent development
SHOPPING FOR FOOD	Learning about shopping: Selection of markets Selection of food Budgeting False or misleading advertising	Discuss Comparison of prices of various Qualities of foods Different types of markets Economical size of package Seasonal buying Make a display of labels explaining information given Film on shopping techniques
PREPARING FOOD	Learning about preparation: Use of kitchen facilities Menu planning Proper method of preparing foods Preserve vitamins Color and texture	Plan menus for family meal and special occasions Discuss foreign cookery and cultural patterns Demonstrate principles involved in preparing vegetables and fruits Filmstrip and demonstration on baking, including packaged mixes Discuss overweight and underweight; fad vs. well-balanced diet
SERVING OF FOOD	Learning about serving: Arranging the table Serving guests at meal or party Proper etiquette	Demonstrate How to set a table and evaluate according to general appearance Discuss How to serve guests and family Films Setting a table Etiquette
CLEANING-UP AFTER PREPARATION AND MEALS	Cleaning after preparation: Techniques in cleaning work area, dishwashing, laundry	Demonstrate use of work areas Make check list for desirable work habits and for keeping kitchen clean
PRESERVING AND PROCESSING OF FOOD	Preservation and processing: Methods of canning fruits and vegetables, preserving, pickling and jelly making Proper food storage Short and long term	Read and discuss history of food preservation Discuss factors to consider in determining whether or not to preserve food for Economy Diet improvement Providing creative satisfaction Film on canning fruits and/or vegetables Visit from home economics teacher to discuss sanitary measures in relation to food preservation

Language Arts	Number Concepts	Related Activities
Read about malnutrition Discuss Basic Seven food charts Analyze sample menu as to supplying nutritional needs Spelling: Carbohydrates Protein Vitamin Mineral	Compile calorie charts for family depending on type of person and activity Count calories	Films on foods and body Plan balanced meal Obtain booklets or pamphlets on malnutrition Films on nutrition and disease
Read: Magazines about new foods and shopping interest Discuss: Wise buying to avoid waste Compare ads to decide best buys Compile guides for buying (brand names, quality grading)	Problems of weight and measurement Compute amount of food needed for specified family for day or week Compute cost of food per day Problems in making change	Trips to various types of food stores Prepare shopping list according to planned menus
Read: Homemaking magazines, cookbooks for new ideas Report ways to prepare foods Discuss what makes food palatable, digestible, attractive Read and discuss Types of cakes Methods of mixing Vocabulary Kitchen terms	Problems of weight, size and various cooking measurements Determine time to be allotted for preparation of food on menu	Plan a guest meal and other family meals Evaluate above meals lunch and dinner Plan proper sequence of preparation of various meals Field trip to gas and/or electric company to observe home economist demonstrate cooking techniques
Read and discuss Table etiquette Make up a chart of basic rules of etiquette Read about table planning and serving for special occasions	Determine amount of room needed for a table setting Compute number of pieces of china and silverware needed for certain number of guests	Arrange kitchen equipment and supplies for most efficient operation Set an attractive table and include an appropriate centerpiece Role playing Serving food Practicing good table manners Prepare bulletin board to illustrate proper table manners and table setting Field trip to a restaurant
Report on need for cleanliness in preparing food, both before and after List cleaning agents and utensils	Compute cost of cleaning agents according to size and quantity	Demonstrate effectiveness in the use of cleaning agents Prepare bulletin board on cleaning agents Science Experiment showing effect of bacteria on food
Read recipes Discuss causes and prevention of food spoilage Spell words needed in unit Formulate list of supplies needed	Make a time chart required for processing various foods Compute cost of project	Use several methods to can fruits and vegetables Make scrapbook of favorite recipes Science Heat and temperature and their implications for cooking Make a scrapbook of menus for breakfast.

4

P.L.S. #8

SECONDARY

B. Understands the Development of Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(3) HOUSEKEEPING PROCESSES FAMILY FINANCES AND BUDGETING AND BUYING	Family finances and budgeting Earning money Influences on spending Keeping a reasonable budget	Visit from graduate to describe his job and how he uses income Students show ads representing articles they want to obtain Film on saving Have insurance agent work out a family savings plan
	Installment buying When to use credit Types of credit Consequences of not meeting payments	Speaker from credit department to explain various plans Display of various credit forms
TYPES OF HOMES	The home: Choosing a certain design Construction Location Design	Use newspapers to find out what type of housing is available (cost, size) Trip to Parade of Homes to see types of homes and construction

Language Arts	Number Concepts	Related Activities
List items in a budget and proportionate role of each Discuss effective financial adjustment to Lay-off from job Fired from job Long-term illness Loss of home (fire) Reduction in income (job transfer)	Plan, prepare and keep a personal income and expense record Compute costs of various leisure-time activities	Plan a hypothetical budget for various types of families (single, married with and without children) Display posters and pictures showing various savings plans Visit bank and observe deposits, withdrawals, credits
Discuss "Planning for saving" vs. "Saving what is left over after bills are paid" Advantages and importance of various types of insurance Curbing impulse buying		Demonstrate ways of "stretching the dollar" Good planning Wise buying List ways to earn money
Vocabulary Credit terms and concepts Discuss Necessity vs. luxury Cash payments vs. time payments Discuss necessity of Regular payments Restricting total obligations Procedures for dealing with inability to pay Keeping receipts for proof of payment Write Basic information for credit application	Compute extra costs due to credit on various purchases (service charges, interest)	Illustrate circumstances where borrowing is required Fill out and understand terms of several credit contracts Dramatize shopping and credit experiences
Discuss advantages and disadvantages of renting, leasing and purchasing Discuss Function aspects of a home (utilities, space) Qualities of beauty in and about a home Location of home in regard to convenience Responsibility to landlord, neighbors and community	Compare Costs of various housing Buying vs. rent	Illustrate and list advantages and disadvantages of apartments, houses and trailers Make small group visits to apartments and houses advertized for rent Report on available facilities Individual plan for searching for place to live Reasons for selecting ad List things they would ask realtor about the housing

P.L.S. #8

SECONDARY

B. Understands the Development of Homemaking Habits and Skills

Aims	Center of Interest Units	Introductory Discussions
(3) (Continued) FURNITURE AND FURNISHINGS	Furnishing for function and beauty: Basic furnishings for establishing a home	Discuss "harmony" in color, textures, styles Go window shopping and report on principles of color and arrangement used Field trip to furniture store, drapery shop
HOMECARE AND MAINTENANCE	Process for maintenance: Cleaning Repairing Good home management	Demonstrate some basic home repair techniques Visit shops of the vocational school Demonstrate efficient methods of performing daily household tasks
HEALTH AND SAFETY IN THE HOME	Reasons for health and safety: Prevention of accidents Recognization of safety hazards What to do in emergencies	Bulletin board on safety Discuss home accidents which can be prevented Film: accidents, prevention and emergency treatment Invite instructor to teach basic first aid procedures
(4) CHILD CARE METHODS LEARNING ABOUT NEW LIFE	Reproduction: Simple study of main organs of body and their functions	Film: Reproduction Have school nurse talk with class
LEARNING PRENATAL CARE	Prenatal care: Importance of balanced diet Personal appearance Dental care Exercise Rest	Demonstrate use of doctor's apparatus (school nurse) Discuss physical care of the mother
CARING FOR THE INFANT	Care of infant: Helping mother care for baby	Pediatric nurse discusses physical and mental growth pattern of pre-school child Film on infant care Display of books from State Department of Health on health and proper infant care Display of baby pictures
TAKING CARE OF A YOUNG CHILD	Care of a young child: Prevention and care of diseases Health and cleanliness	Demonstration by nurse on care of young child Bring in young child List the different things he does in a given length of time

Language Arts	Number Concepts	Related Activities
Write Letters for materials on interior decoration and home projects List basic furnishings for establishing a home Discuss: Efficiency in determining furniture and layout Obtaining good value at low cost	Plan expenditures needed to furnish apartment for young couple Furniture Appliances Accessories	Illustrate styles of furniture and equipment in the home Apply basic rules of color in choosing items for furnishing and decorating various rooms Improve furnishings by making practical low-cost accessories
Write: Methods of preserving home equipment for greater use and little expense Read: Directions for operating and maintaining appliances Discuss: When to call repairman Ways of improving outside appearance Appropriate duties of family members in caring for house	Estimate materials, tools and costs for home repair project Compare home repair cost with professional service Compute Standard service charges for various appliances Plan work schedule for cleaning (daily, weekly, monthly)	Choose several simple home repair projects Carpentry, plumbing, etc. Display home repair tools and equipment on pegboard Study types of cleaning solutions, waxes, polishes Experiment and evaluate Demonstrate ways to simplify or eliminate tasks Practice cleaning procedure by actually cleaning
Report: Precautions for safety in the home Discuss: Obligation to protect yourself and others from hazards Sanitation in the home	List important telephone numbers for emergencies Compute cost of medical expenses Determine desirable heights for keeping undesirable objects and poisons away from children	Identify some of the common problems in safety; accidents, poisons, etc. Dramatize accidents which occur in the home Decide which could be prevented Illustrate value in knowing safety rules Carefully planned work schedule Strict observance of directions Keeping mind on job
Write on the health of the mother Write letters to send for company-distributed kits Read book on physical growth and development	Compute cost of laboratory services, hospital and doctor, and insurance plan	Collect literature concerning various agencies and make a file Project on health and accident insurance Visit community facilities available to family in time of need
Report on doctor's apparatus Discuss: Importance of physical examination Following doctor's orders Attitude of parents and other children	Compute and compare costs of Medicine Doctor Insurance	Film: Prenatal Care Role playing What to do in case of serious illness
Discuss: Acceptance and responsibilities of new sibling Helping with new baby Read magazines or articles about infant care Make a notebook about information learned about care of babies	Chart heights and weights of infant Prepare a time schedule for baby Figure cost of baby food, medicine, doctor, etc. Financial responsibilities connected with an additional member in family	Study art of baby-sitting Prepare bulletin board displaying various materials pertaining to child care, baby-sitting and play activities of babies and pre-school children Use life-sized doll to practice washing, dressing, feeding and handling of child
Write: Places where family may obtain help Family agencies Medical and health services Free clinics and hospitals Discuss: What to do in case of serious illness Read: Names and symptoms of communicable diseases	Compute: Cost of life insurance, hospital insurance Make a growth chart of a young child Read a body thermometer	Visit community facilities available to families in time of need or emergency Display of books Role playing Calling a doctor Asking a neighbor for help Handling emergencies

LEARNING TO MANAGE ONE'S MONEY

P.L.S. #9 involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

Primary

A. Begins to become acquainted with the nature and value of money
  (1) The purposes of money
  (2) Types and proportions of money

B. Begins to learn of those activities dealing with acquiring money
  (1) Individual and family money activities
  (2) Earning money
  (3) The concepts and practices of unearned money

C. Begins to direct thinking toward adult financial world
  (1) Promotes understanding of values in spending or giving money
  (2) Investigates ways of saving money
  (3) Explores responsibilities and rewards of donating to charities, others, etc.

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 46 - Readiness Activities for Mentally Retarded Children for activities designed to stimulate quantative thinking and other higher mental processes of the pre-primary and primary level. Also see Bulletin No. 15 - A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, pages 27-30, for an illustrative unit on CAR WASHING.

See Bulletin 21-B, Vol. I, pages 43-63, for suggested activities and AIDS IN TEACHING FUNCTIONAL ARITHMETIC VOCABULARY to primary level retardates. Also see pages 70 and 74. See No. II, pages 142-145, for an illustrative unit on OUR SCHOOL STORE. Other persisting life objectives in this resource guide cover related number concept activities for the primary level.

P.L.S. #9

PRIMARY

A. Begins to Become Acquainted with the Nature and Value of Money

Aims	Center of Interest Units	Introductory Discussions
(1) THE PURPOSES OF MONEY	Money identification collections Money uses: For products For services	Discuss money: 1¢, 5¢, 10¢, 25¢, 50¢ $1.00 Discuss varieties of money Paper bills Checks Money orders Stamps Credit cards Play money
(2) TYPES AND PROPORTIONS OF MONEY	Money and different combinations Developing shopping responsibility: Remembering items wanted Choosing correct items Handling money safely Checking costs and receipts	Increasing ability to identify and use money Price or bills and money needed to pay Getting or making change

PRIMARY

B. Begins to Learn of Those Activities Dealing with Acquiring Money

Aims	Center of Interest Units	Introductory Discussions
(1) INDIVIDUAL AND FAMILY MONEY ACTIVITIES	Individual and family finances: Income Expenses	Sources of individual and family income Allowances Work earnings Savings Expenses Food Clothing Rent Supplies, etc.
(2) EARNING MONEY	Earning a living in the community Community workers Policeman, fireman, etc. Shopkeepers Food stores, clothes stores, etc. Semi-professional people Office workers Management Skilled Laborers Truckers Mechanics Plumbers Carpenters Teachers	

Language Arts	Number Concepts	Related Activities
Discussion: Money experiences Chart stories **Recognize and verbalize:** Types of money Reading Labels or price tags Newspaper ads Stories involving money with both teacher and pupil participation Writing: Lists of purchases Price lists (store purchases) Stories involving purchasing	Concrete counting with coins or play money Simple addition Simple subtraction Basic adding	Showing and telling of shopping experiences Shopping and use of money Buying and selling with real or play money: "sell" treats for play money Games Monopoly Easy Money
Discussion: **Money for lunch, candy, etc.** Purchasing things Writing: Interpreting parental list Writing list for purchases Spelling: Penny, nickel, etc.	**Addition and subtraction** **Different combination for same amount** **Measurements:** **dozen, pound, etc.**	School store activity Collecting items Pricing items Quantitative grouping 10¢ each 3 for a quarter Ability to choose correct items Amounts Varieties Value (best value for cost) Added school activities Concepts developed by organized games Recognizing Counting Adding Subtracting Equating (teams) Estimating School lunch program Buying tickets Counting places needed Distribution of utensils needed

Language Arts	Number Concepts	Related Activities
Discussion: How to earn money Steady job Odd jobs Allowances Should they be given and how much Writing: How I help the family	Advanced addition and subtraction with money Basic multiplication	Classroom allowance with play or real money to teach child how to budget. "Sell" child milk, candy, treats for set amounts so student will have to decide a choice and manage allowance Teacher explain her budgeting Classroom "jobs" to earn money
Discussion: How their parents earn money Chart work Teacher reading Reading: Pupil reading Oral Silent Writing skills: Writing stories Manuscript Cursive Vocabulary: Written Oral Spelling	**Counting money collected:** UNESCO Red Cross March of Dimes United Fund Church collections **Counting money earned** Paper drive Jobs (home) Scout cookies Refunds (bottles)	Arts and Crafts Scrap books Drawing Shadow boxes Paper mache figures Scenes for exhibits dioramas Participation in organized community drives such as Scouts, Red Cross, etc.

P.L.S. #9

Aims	Center of Interest Units	Introductory Discussions
(3) THE CONCEPTS AND PRACTICES OF UNEARNED MONEY	Receiving money gifts Christmas Birthdays Mother's and Father's Day Religious occasions Contributions Classroom Community National and International Finding money Allowances Family circumstances Peer groups Family differentiations	Receiving and giving money as gifts Money Bank account Bonds (U.S.) Gift certificates Finding money Correct procedure Inform parents or authorities Place money in official hands Child claims if not claimed by original owner Allowances Differences in allowances

PRIMARY

C. Begins to Direct Thinking Toward Adult Financial World

Aims	Center of Interest Units	Introductory Discussions
(1) PROMOTES UNDERSTADING OF VALUES IN SPENDING OR GIVING MONEY	Individual shopping: Desires and needs Personal School Supplies Lunch money Keeping up with peer group Family shopping Differences in shopping habits Socio-economic level Good-versus-poor budgeting Community contributions: Classroom collection for child in need Classroom collection for P.T.A. Scouts Red Cross	Discussion of personal needs Independent Peer group Discussion of family needs Discussion of community need
(2) INVESTIGATES WAYS OF SAVING MONEY	Banks: Personal (piggy banks) Family (group saving for item) Federal (Christmas Clubs) Savings bonds Saving merchandise stamps	Accumulating money Saving part of allowance Saving gift money Ways to save Banks Penny bank Budgeting Allowance
(3) EXPLORES RESPONSIBILITIES AND REWARDS OF DONATING TO CHARITIES, OTHERS, ETC.	School participation Donations Junior Red Cross March of Dimes P.T.A. Drives Goodwill clothing Bake sale (school-P.T.A.) Candy sale (school-P.T.A.) White elephant sale	School Toys Treats Home Toys T.V. programs Church Contributing to funds Activities Community Donations

Language Arts	Number Concepts	Related Activities
Discussion: Receiving and giving gifts Social amenities: please, thank you Reading: Teacher-pupil story Independent reading of stories Writing skills Thank you notes Simple letter writing Letter Addressing envelope	Depositing money in bank (with parental assistance)	Field trip to bank Children's parties with gifts of money Sociodrama Receiving - giving gifts Free play Play bank Play house with getting allowance Arts and Crafts Poster signs Drawing Making a bank

Language Arts	Number Concepts	Related Activities
Discussion: Experiences in shopping Stories and poems read by teacher Visual and auditory observations on Advertising Billboard advertisements T.V. Radio Newspapers and magazines Written Communication Story related to shopping Preparing detailed shopping lists: foods, drugs, etc.	Keep track of school and home spending 1¢ to $1.00 Counting items on list Counting change known Budgeting	Arts and Crafts Store construction Pictures Scrap books Items from store Signs Boxes Price tickets
Discussion: Field trip to bank Using a savings deposit book Reading: Individual Pupil to pupil reading Teacher reading Writing: Story related to savings	Keeping record of savings Additions Withdrawals Concept of interest	Arts and Crafts Construction of individual banks Making play money Construction of bank with property Scrap books Sociodrama Saving Budgeting
Discussion: Experiences with giving Need for donation Reading: Individual Pupil to pupil People who need help for medical research Written communication Story writing related to giving List of charities	Counting Milk Treats Straws Napkins Coins Sorting and counting objects Clothes Books, magazines, papers Candy and cookies	Arts and Crafts Make posters Make gifts for sale or giving Veteran contributions Socio-drama Giving Contributions Visit to needy or crippled in area

LEARNING TO MANAGE ONE'S MONEY

P.L.S. #9 involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

Intermediate

A. Develops knowledge about the nature and value of money
   (1) The history of money
   (2) Develops an understanding of the purposes of money
   (3) Recognizes types and proportions of money

B. Develops knowledge of activities dealing with acquiring money
   (1) The roles of the individual and his family
   (2) Widens understandings of experiences dealing with earning money
   (3) Enlarges concepts and practices of unearned money

C. Develops knowledge about the adult world of financial living
   (1) Values involved in the spending of money
   (2) Investigate the ways of saving money
   (3) Explores responsibilities and rewards of donating to charities. etc.

For specific teaching units related to this major objective. the reader is referred to the following resource guides:

See Bulletin 21-C. pages 57-61. for an illustrative unit on A CLASSROOM PARTY FOR PARENTS AND FRIENDS. Also see pages 146-163. for units on RESTAURANTS and SUPERMARKETS. Other persisting life objectives in this resource guide cover related number concept activities for the intermediate level.

P.L.S. #9

INTERMEDIATE

A. Develops Knowledge About the Nature and Value of Money

Aims	Center of Interest Units	Introductory Discussions
(1) THE HISTORY OF MONEY	Displays Pictures, magazine articles, items, collections Filmstrip, movies (Historical development)	Origins of Money Our Country's Money (Historical Development) Who uses money (from past to present) People (and money) around the world
(2) DEVELOPS AN UNDERSTANDING OF THE PURPOSES OF MONEY	Gold stored in vaults (Store of value) Paychecks (Right or claim) Money as medium of exchange Exchange of money for work Exchange of money for goods or services Amount of money circulating determines value Inflation (too much money) Deflation (not enough money)	Money buys goods and services Barter, trade (substitute forms of money) Money in other lands (universal need) Needs with stress on part money plays Intercontinental and Intra-World Trade (Interdependence for existence)
(3) RECOGNIZES TYPES AND PROPORTIONS OF MONEY	American currency Differences Similarities Foreign currency Differences Similarities	Variations in money Coins Paper Pictures Words Money in other lands

INTERMEDIATE

B. Develops Knowledge of Activities Dealing with Acquiring Money

(1) THE ROLES OF THE INDIVIDUAL AND HIS FAMILY	Individual and family money Source of family income Family expenses Individual income and expenses	Individual income Services in lieu of wages Cash jobs: paper route, snow shoveling, etc. Keep records of income and expenses Family income Sources: father, mother, siblings Incidental income: roomers, working for rent, etc. Family expenses Distribution of income Who spends what
(2) WIDENS UNDERSTANDINGS OF EXPERIENCES DEALING WITH EARNING MONEY	The ways people earn money Jobs Interest Investments Property income	Family Individual Jobs Wages - salaries Fair pay rate/amount of work done Cash or cash equivalents Full time - part time Different jobs students have done How to apply How to succeed

Language Arts	Number Concepts	Related Activities
Reading: Articles on money (Encyclopedia, magazine, newspapers) Advertisements re money and equivalents Picture reading Writing: For information and catalogues To arrange field trips Parents' permission Thank you Write-ups on trips	Money substitutes and what they purchased (in terms of then and now) Compare face value with collection value of coins in coin collection Money values from barter to symbol usage	Field trips (Museum, banks) Art work (Peoples and money in natural settings around the world) Sociodrama - Playlets
Discussion: Gold in Ft. Knox Effects of deflation and inflations on purchasing power Reading: Ads (money buys goods and services) Stories and articles on purposes of money	Intermediate Adding, subtracting and multiplying Computing prices for objects to be sold Budgeting Incom Expenses	Classroom Economics - have students earn, spend or save playmoney earned in classroom duties. Determine prices on goods to be bough (treats, milk, etc.) and have each student or small group budget for day to day or week to week "living"
Reading and discussing money characteristics General desirability Great value in small bulk Durability Uniform quality Divisible without harming value Easily recognized Stability of value Can be exchanged for other types of wealth	Cardinal numbers Ordinal numbers Understanding and manipulating numbers Symbol usage Equivalent values Money substitutes Social usages Measurements Comparing weights Weigh ten silver dollars Weigh ten paper dollars	Field trips to stores Handling money Remembering items Making lists Choosing items Using items School collections and drives Games (Monopoly)
Discussion: Financial problems Helping family Choosing what to spend money on Writing: What budget is best Students' financial needs	Introduction of graphs and pictorial symbolization Who earns money income (pie graph) Where family money comes from Discover relationship between family size and operational expense	Sociodrama - Play roles of family members Bulletin board: Student-made graphs
Discussion: Students' jobs Finding a job What students would like to do Writing: Job experiences Fair wages for different types of work Job application Spelling: Material to be put on application Reading: Material on job description	Compute earnings at hourly rates, weekly rates Compute amount of money needed to support family for one month (a year) Fundamental processes - actual problem situations Rebudgeting	Concept development Direction (Money coming in or going out) Motion (How fast i(money coming in or going put) Time (Applying, on job, waiting for pay) Comparison (jobs and returns) Prepare class booklet (illustrated) Jobs in community Description Availability Conditions and pay Job histories (actual student histories)

P.L.S. #9

Aims	Center of Interest Units	Introductory Discussions
(3) ENLARGES CONCEPTS AND PRACTICES OF UNEARNED MONEY	Unearned money Gifts - donations Borrowed Benefits Charity Relief Damages Inheritance Contests - Prizes Rewards - awards Allowances Lost - found	Obtaining money without working for it (stress legal while avoiding getting involved with non-legal means) Gifts of money children have received or given Inherited money Relationship of money to other gifts given or received News items (local paper, TV) concerning gifts, inheritances, etc.

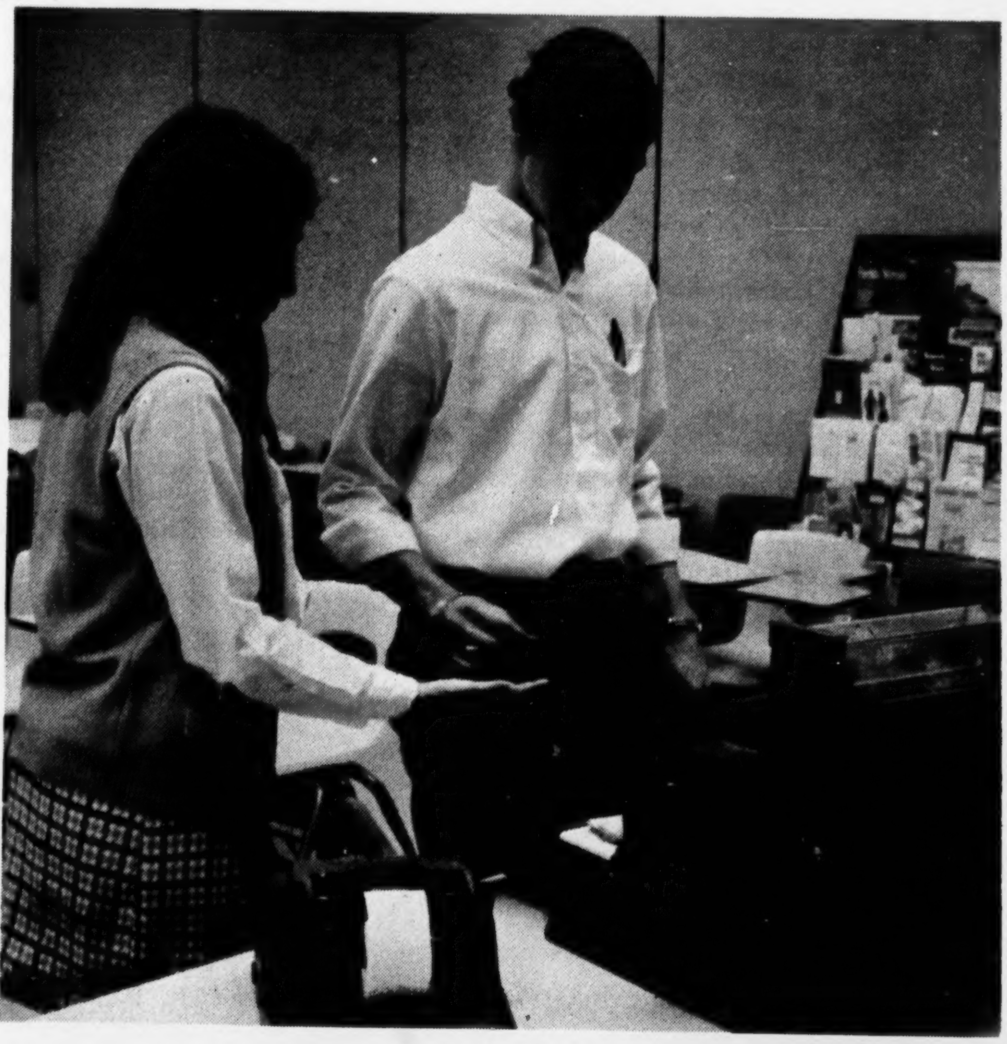
INTERMEDIATE

C. Develops Knowledge About the Adult World of Financial Living

Aims	Center of Interest Units	Introductory Discussions
(1) VALUES INVOLVED IN THE SPENDING OF MONEY	Family - Individual spending Necessary Wisely Necessities Unnecessary Unwisely Luxuries Recreation - Travel Dues - incidental Taxes Budgeting Bank visit for both spending and saving information	Listen to speaker on taxes or budgets See film on family spending Discuss role of parents as family purchasing agent
(2) INVESTIGATE THE WAYS OF SAVING MONEY	Savings: Individual Family Poster: Bank interior with many people putting money into a huge "piggy bank" or posters of animals saving nuts for future needs	Why save? Savings program Formal (banks, savings and loan, credit union) Personal Class project: planned savings for picnic or outing Individual: real savings programmed for desired purchase; Christmas, birthday, self
(3) EXPLORES RESPONSIBILITIES AND REWARDS OF DONATING TO CHARITIES, ETC.	Films, conducted activities of charitable agencies Newspaper promotions of local campaigns Photos of people in want - local, national, universal	Local and National Agencies Why do they exist? What do they do? How do they get the money to do it? Visit local agencies Conduct class or school campaign for support of a recognized fund Personal contributions in school and out

Language Arts	Number Concepts	Related Activities
Read newspaper articles describing gifts or prizes Write story of most unforgettable gift Tell of planning for giving a gift Listen to appropriate stories about gifts from more difficult books	Basic concepts Value and damages Profit and loss Compute value of gifts received on birthday or other occasion	Bulletin board preparation By students and teacher Pictures and stories dealing with previously described activities

Language Arts	Number Concepts	Related Activities
Discussion: Film on family living Individual spending Written preparation for visits to bank, loan company - parental permission, arrangements, what to look for, how to act Written follow-up - reports, thank you notes	Sales tax - what it is and how to live with it Budgets - short and long term individual and family "Select" and "buy" some desired article for cash and on time Sample buying of necessities and luxuries using - ads and flyers Payment receipts, sales slips, bills	Cafeteria spending practices Buying as economic voting - wants and choices of wants Consumer vs. producer Planning, budgeting and buying for a class picnic
Discuss: How to conduct savings program Writing: "Ads" for class savings projects forms and financial reports Keeping savings budget Phone arrangements for visits, reports, or evaluations of savings programs	Planned savings program Relationship between amount deposited per unit of time.... for a given time period - month, semester, year Compute total and individual costs of picnic or outing.... what is the money goal? How can we reach that goal?	Use tokens for special work or as recognition and have students save tokens for different desired activities: watching a special movie, speical games period, etc.
Plan fund campaign P.A. announcements Ways to stimulate interest Write "throw away ads" Prepare and give talks to other classes Keep running records and summary of results Appreciation announcements Discuss films from charitable organizations	Discuss financial reports of agency Keep account of class or school contributions Prepare master report - large graph	Make posters, bulletin boards showing progress, stimulate response Have speakers on charities



LEARNING TO MANAGE ONE'S MONEY

P.L.S. #9 involves the essential habits, attitudes and skills necessary for budgeting one's income to gain the maximum advantages from expenditures.

Secondary

A. Understands the nature and value of money
  (1) Understands history of money
  (2) Understands the purposes of money
  (3) Understands types and proportions of money

B. Understands activities dealing with acquiring money
  (1) Clarifies, compares and computes the roles of the individual and his family in acquiring money
  (2) Understands experiences concerned with earning money
  (3) Understands concepts and practices of unearned money

C. Understands the adult world of financial living
  (1) Understands values involved in spending money
  (2) Understands ways of saving money
  (3) Understands responsibilities and rewards of contributing to charities, etc.

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin 21-D, pages 68-74, for illustrative units on SPENDING THE FOOD DOLLAR, WHAT IS A BARGAIN?, WHAT SHOULD I DO WITH THE MONEY I EARN? and INSURANCE. Also see pages 52-61, for related units on CONSUMER EDUCATION, WHAT IS A GOOD HOME?, and HOMEMAKING AND FAMILY LIFE. Other persisting life objectives in this resource guide cover related number concept activities for the secondary level.

P.L.S. #9

SECONDARY

A. Understands the Nature and Value of Money

Aims	Center of Interest Units	Introductory Discussions
(1) UNDERSTANDS HISTORY OF MONEY	Origin and development of money Bartering Early medium of exchange Money	Origin of terms such as "pin money", "not worth a continental", "not worth his salt", "salary" Barter Early mediums of exchange Wampum Values of coins Wages of early times compared with present day wages
(2) UNDERSTANDS THE PURPOSES OF MONEY	Everyday uses of monev	Personal money needs in school: Cafeteria School fees School activity plan School functions such as Parties Homecoming Graduation Book store Clothes and upkeep Transportation
(3) UNDERSTANDS TYPES AND PROPORTIONS OF MONEY	Types of money U.S. Foreign Proportion of money	Naming currency U.S. Foreign

SECONDARY

B. Understands Activities Dealing with Acquiring Money

Aims	Center of Interest Units	Introductory Discussions
(1) CLARIFIES, COMPARES AND COMPUTES THE ROLES OF THE INDIVIDUAL AND HIS FAMILY IN ACQUIRING MONEY	Individual Family Importance of earning a living Personal needs Recreation Security (present and future)	Ways pupils may earn money Ways pupils; parents and friends earn living Various local job possibilities Military service
(2) UNDERSTANDS EXPERIENCES CONCERNED WITH EARNING MONEY	Getting a job Holding a job	Discussions of the following concepts concerning employment: importance of teamwork; organizing and completing a job; good habits, such as completing a job; good habits, such as punctuality, consistency and good grooming; the importance of good personality traits for success on the job
(3) UNDERSTANDS CONCEPTS AND PRACTICES OF UNEARNED MONEY	Unearned money	Kinds of "unearned money"; gifts, borrowed, unemployment compensation, inheritances, contests Social Security benefits Saving surplus unearned money

Language Arts	Number Concepts	Related Activities
Read and report on articles concerning history of money Panel discussions Written reports Simple outlining using Roman numerals and Arabic numerals Talks by pupils having coin collections	Comparison of values of early money with present values Reading and writing of Roman numerals I-XV Ideftification and adding and subtracting of coins	Films Trip to museum Bulletin board Scrap books Display of coin catalogue Telling time - clock with Roman numerals Starting classroom or individual coin collections
Reading School paper Local paper (ads and news) Magazines Books Oral Improving and acquiring better business vocabulary Reports on expenses Writing and spelling skills on business themes Improvement of ability to make simple outlines	Further development of understanding and use of cardinal and ordinal numbers Making change: real money - quantitive values of money Keeping account of weekly income and expenses	Bulletin board Sociodramas Use of book store and cafeteria Shopping trips Games - learning to make change Chart - listing and describing briefly kinds of U.S. coins Make out a menu within certain monetary limitations Study making of money Coin collections
Writing chart with type of U.S. coins and paper money and their value Exercises both oral and written on changing prices into different numbering combinations 29¢ 5 nickles and 4 pennies etc.	Reading and writing of cardinal numbers Comparative values in buying Estimating amounts of materials Eg. bulletin board	

Language Arts	Number Concepts	Related Activities
Reading Books, pamphlets about various kinds of jobs Newspaper and magazine articles for jobs Writing To various indistrial concerns for occupational information Reports concerning field trips "Thank you" notes Figure individual income tax	Accounts and records of money earned Compute proportions of income deducted for income tax, social security, union dues, etc. Figure hourly, daily, weekly, monthly and yearly pay Compute wages for various familiar jobs	Display of pictures and materials relocal industries Map showing public transportation routes Scrapbooks of various kinds of jobs Arrangeactual earning experiences in school Eg. - selling programs, tickets, snow shoveling etc.
Reading Newspaper and magazine articles relating to employment Writing Write want ads and how to find a job Requirements for various jobs Fill out application forms Speaking "The Kind of a Job I Would Like" "What Are the Reasons for Job Failure"	Estimation of distances to various business places Concepts of time Figuring earnings Difference in cost of doing own laundry versus having done Clothing costs	Tape recording of employer employee interview Chart on good grooming Sociodramas on jobs and job interviews Obtaining jobs in school or neighborhood Games figuring out best and shortest way to get to work Exhibit of proper letter forms
Reading Application for social security card or social security benefits Writing Record of school drive or community drive Application for social security card or social security benefits Speaking Reports on newspaper and magazine articles	Budgeting of an allowance Keeping of records	Sociodrama - Getting unearned money: "What would you do" Talks from Social Security and Unemployment Compensation people Saving for a rainy day - unit with posters on different forms of savings or investments

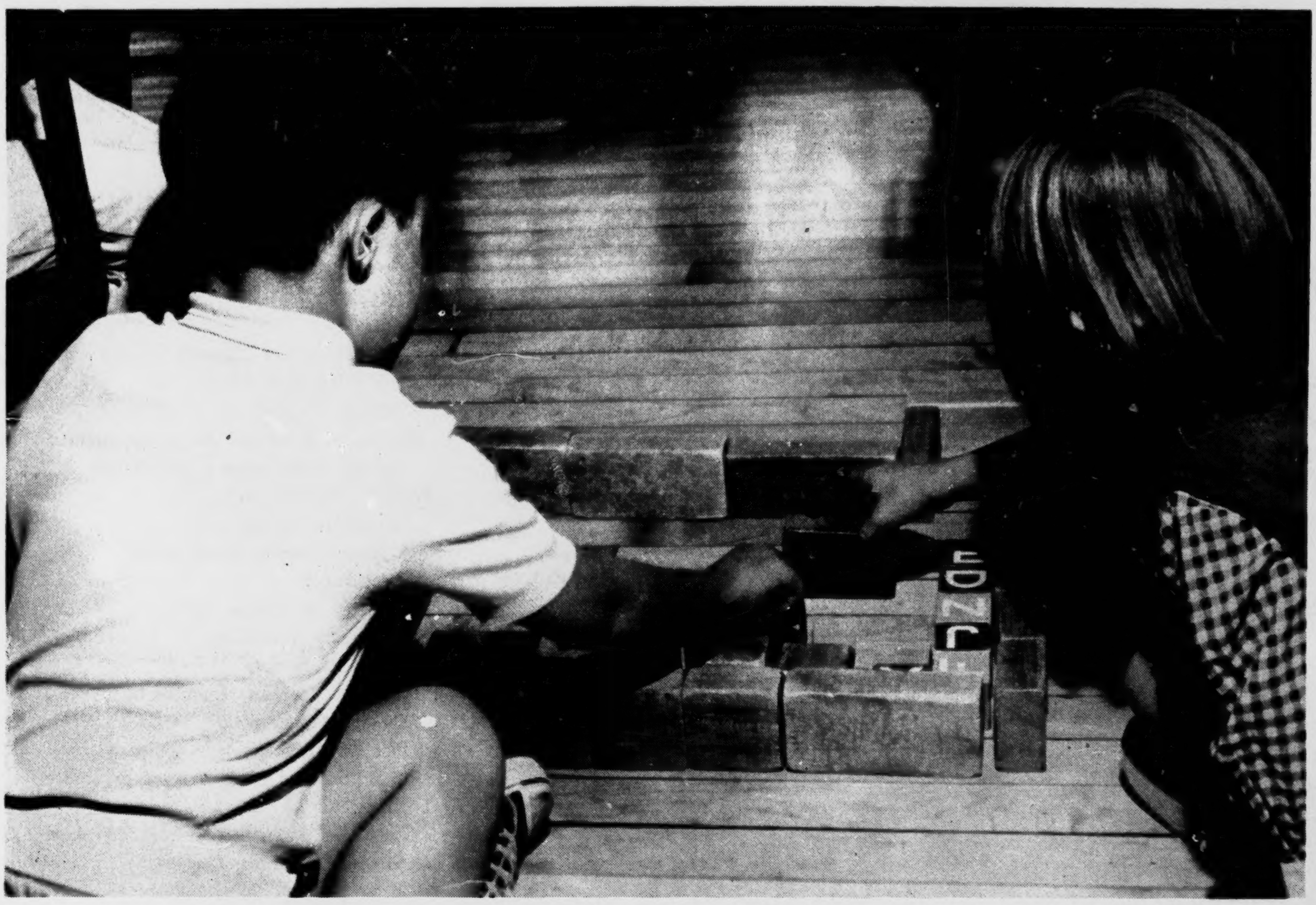
P.L.S. #9

SECONDARY

C. Understands the Adult World of Financial Living

Aims	Center of Interest Units	Introductory Discussions
(1) UNDERSTANDS VALUES INVOLVED IN SPENDING MONEY	Budgeting Credit and credit cards The Bank Personal, property or auto loans Checking accounts Paying bills	Discussions Budgets and records for an individual and family Gettingyour money's worth Buy from reputable dealer Careful examination Comparison of items Suitability of goods for individual Taking advantage of sales Buying on credit Obtaining credit Desireability of good credit rating Costs of installment buying Borrowing Where, when, how and costs Ways of sending payments (checks, postal money orders, registered letters, express money orders, telegraph money orders, bank forms) Caution against mailing cash Importance of saving receipts and cancelled checks Buying a home Advantages and disadvantages in buying and renting Risks Costs Hospital and doctor bills
(2) UNDERSTANDS WAYS OF SAVING MONEY	Savings accounts Savings on good buys	Discussions of savings programs Purposes of saving Various ways of saving Savings accounts Banks Building and loan assoc. Credit unions Governmental aids in saving Postal savings Bonds Life insurance Services How to open an account How to withdraw Importance of not accepting checks from unidentified strangers What to do if a check is lost What to do if check is no good Importance of saving cancelled checks Ways to save by wise buying Proper care of household items and clothing as a saving
(3) UNDERSTANDS RESPONSIBILITIES AND REWARDS OF CONTRIBUTING TO CHARITIES, ETC.	Charities Helping others	School, local and national charity drives Purposes Organization How money obtained Importance of a good citizen doing his share Individual responsibility in time of disaster Effort materials Our interdependence for a happy life

Language Arts	Number Concepts	Related Activities
Reading Newspaper ads Labels and directions on various items Statements of account Homes for rent and for sale in the paper Telephone directory Car ads in the paper Munus Writing Budgets Budget a vacation Filling out replicas of such iems as checks, money orders Letter forms Menu selections Fill out car accident forms	Price comparisons Comparisons of articles according to size, quality and quantity Cash versus credit buying Cost of borrowing Importance of knowing annual rate Avoidance of debts that cannot be paid without taking money needed for living Costs of owning a home Taxes Insurance Upkeep Depreciation Interest Cost of traveling by car Compute cost of union dues and various insurance programs Cost of doctors, medicine and hospital	Panel discussions A good shopper Why Rent (or why own) a home A good second hand car Going steady Role-playing Store-keeper and customer Registering in a motel Ordering a meal Making a phone call for an appointment Making a date with a boy or girl Practical problems on Installment buying Mileage between various points Gas mileage Sales tax on various items Budget for a wedding Make out receipts Log and financial report of family vacation Show insurance policy Plan an imaginary teen-age party Map exhibit and cards received by students Displays Pamphlets and material from Telephone Co. Pictures of homes and costs Floor plans of "dream home" Merchandise catalogues Various kinds of cars along with corresponding prices
Reading Material on checks, signature cards, etc. Recipes which utilize left-over foods or are econical Newspaper sales ads to determine amount of saving Writing A list of items for which a student would have to save A list of items for which a family might have to save A Christmas shopping list Improvement of writing skills by filling out signature cards, deposit slips, withdrawl slips, checks, etc. A list of family emergencies which could be handled by savings Grocery list showing economical food buys	Simple percent Further proficiency in adding, subtracting, multiplying and dividing Savings by buying quantity but after careful examination of labels and according to practibility Understand of liquid and dry measurements used in food preparation Saving by planning a home party rather than going out	Practical problems Problems on figuring money returned from savings Problems on amount saved by buying for cash on sales items Amount saved, plus the satisfaction, by making a pizza at home Displays Deposit slips, bankbooks, signature cards, withdrawal slips from local banks Movies Bank services Filmstrip on opening an account Bar graph showing how money regularly deposited grows throughout the years Booklet on suggestions to baby sitters Booklet on "economy meals"
Reading Newspaper and magazine articles concerning local drives Accounts of disasters and how agencies helped Writing Description of work done by some charitable agency List of local agencies and their locations Ways to help in times of disaster Speaking Reports on progress of drives Talk concerning experiences as a member of a group, I.e., scouts, Y.M.C.A. or Y.W.C.A. Talk concerning individual experiences and accomplishments in a drive	Concept of sharing How monies are allotted Simple percentage Simple fractions Record keeping Costs of disaster Comparisons in progress of drives	Examine pledge cards Displays Red Cross, Care, Community flund, etc. Posters Articles and pictures showing people in need and what is being accomplished Large map showing locations of various agencies Charts showing progress of drives Graph showing how money is used Demonstrate proper way of wrapping and addressing a package Role-playing Soliciting for drive



LEARNING WISE USE OF LEISURE TIME

P.L.S. #10 involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

Primary

A. Begins to learn about selection and location of appropriate activities

B. Begins to learn about participating in a socially acceptable manner

C. Begins to learn about proper use of equipment and facilities

D. Begins to learn about selection of desirable companions

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. I, Arts and Crafts.** Also see Vol. II, **The Practical Arts**, pages 59-62, for activities related to KEEPING HEALTHY THROUGH PLAY, and pages 63-74, for MUSICAL RECREATION FOR THE MENTALLY RETARDED at the primary level.

See Bulletin 21-B, Vol. I, pages 66-68 for an illustrative unit on OUR LIBRARY BOOKS. Also see pages 20-21 for a related unit on HAVING FUN WITH OUR FAMILY AND FRIENDS.

P.L.S. #10

PRIMARY

A. Begins to Learn About Selection and Location of Appropriate Activities

Aims	Center of Interest Units	Introductory Discussions
TYPES OF LEISURE TIME ACTIVITY AT HOME	Group Activities Fishing Family barbecue Holiday Activities Individual Activities Colorbooks Cut and paste Backyard swings Watching TV	Teacher reads stories Utilize pupil comments for discussion
AT SCHOOL	Group or individual Out-of Doors - Seasonal games, etc. Indoor Activities Puzzles Building Blocks Bead Stringing Drawing Play house Play school	Teacher reads stories Utilize pupil comments for discussion Display pictures
THE COMMUNITY	Group Activities Playgrounds Swimming pools or beaches Camping out Ice skating Cub scouting	Community activities

PRIMARY

B. Begins to Learn About Participating in a Socially Acceptable Manner

Aims	Center of Interest Units	Introductory Discussions
(1) LEARNING APPROPRIATE PATTERNS OF BEHAVIOR AT HOME	Group activities Games Picnics Parties When Guests Visit Introductions Good manners Children with adults Children with children Eating	Show pictures of well mannered children At table While playing games While watching TV While playing records Teacher reads stories Discussion
AT SCHOOL	Acceptable Behavior Classroom Playground Cafeteria Hallways	What is acceptable behavior in school

Language Arts	Number Concepts	Related Activities
Writing Good manners Oral expression Talks by children Dramatization Good manners Reading Stories about home Life and activities	Comparative Concepts large - small big - little old - young Time clocks calendar Counting TV channels	Snow sculpturing Singing Playing records Dress-up-play
Writing Rules of games Word rhymes Oral expression Discussion on good sportsmanship on sharing on use of materials Reading Stories about school fun Poems	Comparative concepts tall - short many - few late - early old - new win lose Keeping score	Sand table modeling Paper cut-outs Drawings and paintings Paper sculpturing
Writing **Rules to observe at pools, beaches, playground.** Invitations Seasons for activities Oral expression Pupils talk about experiences Discussions on suitable apparel and regulations	Clock Hours activities are available Counting	**Preparing for camping by writing lists of necessary items** Visits to community facilities Safety Swimming Ice skating Camping

Language Arts	Number Concepts	Related Activities
Writing Good manners Individual name and address Listening Talks by pupils Stories Oral Expression Dramatication Songs and poems	Comparative sizes Times of TV shows	Drawings Paintings Dramatization Collect pictures of proper clothing Cut out pictures of family and guests
Writing Rules for games Rules for conduct in the building Listening Pupil talks Stories and poems Oral expression Dramatize games, rules Dramatize indoor conduct	Number who can play Comparative sizes Counting Keeping score	

P.L.S. #10

Aims	Center of Interest Units	Introductory Discussions
THE COMMUNITY	Groups Manners at activities Appropriate apparel Activities to enjoy at beach, pools, etc.	Beaches Pools Playgrounds Zoo Skating rinks

PRIMARY

C. Begins to Learn About Proper Use of Equipment

Aims	Center of Interest Units	Introductory Discussions
AT HOME	Outdoor Use of swings and backyard playthings Use of toys: bikes, sleds, etc. Indoors Table games Cutting and pasting Puzzles - clay Record player (use of)	Show pictures Bulletin board display Utilization of pupil comments for discussion
AT SCHOOL	Outdoor Use of playground equipment Use of balls, bats, etc. Indoors Use of indoor equipment Demonstrate use of equipment	What are the school facilities How does one properly use them
THE COMMUNITY	Use of swimming pools and beaches Conduct at a zoo Neighborhood ballgames Grandstands at sports events Rest rooms at public places Demonstrate use of facilities	What facilities are available in the community How does one properly use them

PRIMARY

D. Begins to Learn About Selection of Desirable Companions

Aims	Center of Interest Units	Introductory Discussions
BEGIN TO DEVELOP AN AWARENESS OF ACCEPTABLE PEER GROUP BEHAVIOR PATTERNS	Active games that show proper behavior Parties A guest A host Introductions Why we like certain people (apparel) At a theater, Musical sports activity Unsupervised activities	What is a desirable companion What is a friend How do people exert pressure in a group How do we choose a companion or friend How do we act

Language Arts	Number Concepts	Related Activities
Writing	Time	Plan beach, camping, etc. activities with lists of items and costs
List good manners	Calendar	
Experience charts	Clock	
Listening	Cost of admittance	
Pupil talks on clothing	Cost of clothes and equipment	
Oral expression		
Dramatization		
Pupil talks		
Say name and address		

Language Arts	Number Concepts	Related Activities
Writing	Number able to use equipment or toys safely	Use record player
Rules for safety at home		Make picture collections
Listening		Drawings
Talks by children		Paintings
Talks by teacher		Paper sculptor
Stories read		
Oral expression		
Dramatization		
Songs		
Poems		
Talks by children		
Discuss	Counting	Dramatize school activities
Rules of school	Keeping score	Visits to school facilities
Conduct	Learning opening and	
Dress	Closing times and	
Safety	Class hours	
Write	Care of equipment	
Rules		
Discuss	Hours at facilities	Dramatize community activities and use of facilities
Community facilities	Number of activities	Vists to Community facilities
Rules of each	Depth of swimming pools, rivers or lakes	
Dress		
Safety		
Write		
Rules		

Language Arts	Number Concepts	Related Activities
Writing		Dress-ups
Lists of good manners and conduct		Dramatization
List of characteristics of people one likes		Puppet shows
Listening		Play-parties
Pupil talks		
Teacher talks		
Poems (Wise Old Owl)		
Oral Expression		
Talks by children		
Dramatization		
Comparative terms		
friendly - unfriendly		
kind - unkind		
pleasant - unpleasant		
quiet - loud		
slowly - quickly		
costs - comparatively		

LEARNING WISE USE OF LEISURE TIME

P.L.S. #10 involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

Intermediate

A. Develops knowledge about selection and location of appropriate activities

B. Develops knowledge about participating in a socially acceptable manner

C. Develops knowledge about proper use of facilities and equipment

D. Develops knowledge about selection of desirable companions

For specific teaching units related to this major objective. the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded,** Vol. I. **Arts and Crafts.** Also see Vol. II. **The Practical Arts,** pages 41-45- for a UNIT ON SEWING pages 57-58. for A 4-H CLUB FOR GIRLS. pages 59-62. for activities related to KEEPING HEALTHY THROUGH PLAY. and pages 63-74. for MUSICAL RECREATION FOR THE MENTALLY RETARDED at the intermediate level.

See Bulletin 21-C. pages 97-113. for a related unit on a CRAFTS PROGRAM FOR RETARDED BOYS.

P.L.S. #10

INTERMEDIATE

A. Develops Knowledge About Selection and Location of Appropriate Activities

Aims	Center of Interest Units	Introductory Discussions
AT HOME	Outdoor games Indoor games Watching TV Making a garden Painting (furniture) Using tools Reading	List of all those available, name favorites Bulletin board of family fun Films showing family fun Show newspaper ads for equipment
AT SCHOOL	Dolch Reading Games Arithmetic games Art and Crafts Card Games (Old Maid, etc.) Outdoor game Equipment	Pictures of children playing together Bulletin board of children in school Location of games
THE COMMUNITY	YMCA - YWCA - PYC - CYO Bowling alleys Lakes, rivers Bicycle routes Parks and playgrounds Scouting	Community activity brochures Notices from service agencies Purpose of Community Chest

INTERMEDIATE

B. Develops Knowledge About Participating in a Socially Acceptable Manner

Aims	Center of Interest Units	Introductory Discussions
AT HOME	Group activities Thoughtfulness Awareness of other's rights Honesty Children dressed appropriately for various activities	Pictures of happy families, conforming behavior Social studies books Family living Fair play
AT SCHOOL	Good sportsmanship, courtesy on playground and in schoolroom Unselfishness Sharing Attentiveness	Pictures of friends Films of children playing Meaning of popularity Desire for popularity
THE COMMUNITY	How to find out what rules prevail in public places Good behavior	Proper dress for activities How does one act at a picnic, dance etc.

Language Arts	Number Concepts	Related Activities
Discussion of equipment Find equipment in catalogs Read and explain rules Books on using equipment	Timing, taking turns Cost of equipment How to order from catalogue Measuring - height of basket, length of rope Keeping score Counting jumps, etc. Using TV Guide	Cut pictures from magazines Catalogs to show and interest parents Learn songs to sing at home Plan a home picnic with parents
Read, interpret game directions	Grouping concepts (couple, team, pair, some, too many)	Bring games from home to share
Read newspaper accounts and announcements of activities Look at city maps, locate activity Read street names Learn to ask directions	Where money comes from to support YMCA, etc. Scoring, cost, distance Pattern of street naming, building numbering in your community	Map location of specific activities Plan bicycle trip route

Language Arts	Number Concepts	Related Activities
Choose reading story Discuss which points it illustrates Role playing Choosing sides Reading and speaking	Time length of turn Keep score correctly Write legible numbers Remembering sequence of play Trading equipment of equal value	Fun pictures of do's and don'ts Act out troublesome family situations
Find and read story to illustrate points in social studies Role playing (Good manners) Write and read classroom and playground rules	Dividing materials Size of groups	Plan and execute a class excursion Invite another class to a contest or party Keep areas in use clean
Role playing Write stories List ingredients of proper conduct Recodnize and obey signs in public places Reporting lost and found articles	Know money available Borrowing from friends Discuss estimates and guessing distances	Practice standing in line paying at window Make zoo using puppets and act out zoo visit

P.L.S. #10

INTERMEDIATE C. Develops Knowledge About Proper Use of Facilities and Equipment

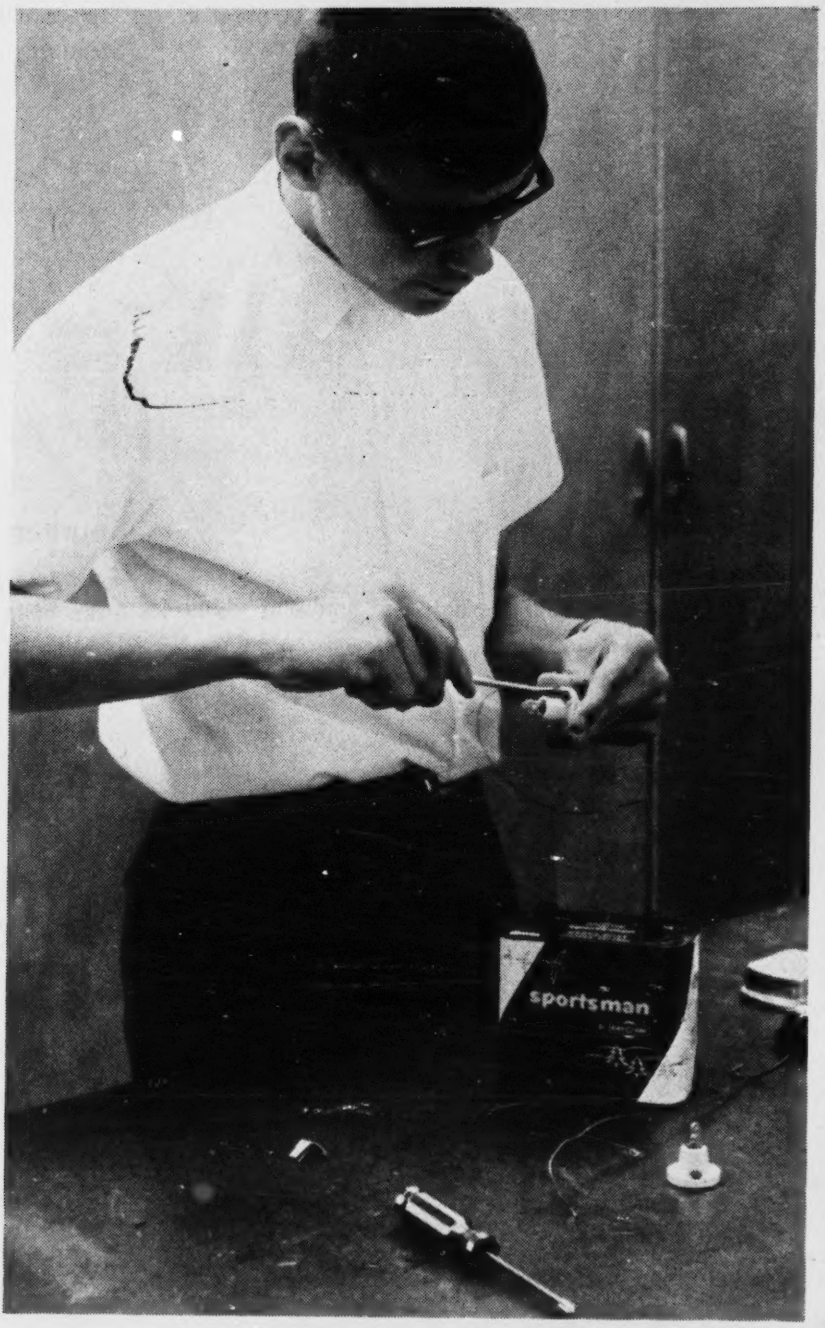
Aims	Center of Interest Units	Introductory Discussions
AT HOME	Proper use and care of Tools Outdoor equipment Lawns, gardens Indoor equipment Home installations (pipes, fixtures) Safe use of equipment	Pictures of equipment - point out valuable parts
AT SCHOOL	Proper care of Games Materials Building Safety in the school	Inspect leisure time equipment damage - discuss how it happened Inspect areas used for abuse
THE COMMUNITY	Proper care of Game equipment Walls, floors, windows Personal property of others Natural resources Rest rooms Waste materials Safety in the community	Discuss damage to bicycles, game equipment, etc. Desirable appearance of areas Visit of a policeman, fireman, etc.

INTERMEDIATE D. Develops Knowledge About Selection of Desirable Companions

Aims	Center of Interest Units	Introductory Discussions
DEVELOPS AN AWARENESS OF ACCEPTABLE PEER GROUP BEHAVIOR PATTERNS	Elements of friendship Sharing Courtesy Fair play Helping others How to aind and choose friends Know others first Be a friend What to do if a mistake is made Fighting group pressure	Pictures of harmonious groups Films in lift situation areas Newspaper stories of juvenile troubles Discuss what led to them Personal experiences Visit of police officer

Language Arts	Number Concepts	Related Activities
Make a check list chart for home use Read and discuss instructions accompanying equipment	Cost of equipment and repair	Use home equipment in class
Make, post signs to insure greater care	Proper speed and needle for records	Repair damaged articles
Make a check list of don'ts for child to take with him when he goes to one of these places, observe, report	Money required to repair, replace damaged facilities Measuring water depth	Plan a tour to really look at a place well cared for and one that isn't Sponsor Clean-Up Committee or Week

Language Arts	Number Concepts	Related Activities
List desirable traits Write stories about the do's and don'ts of friendship Read magazine stories about activities of congenial children Write an article for a newspaper about something you and your friend might do Tell imaginary experience	Time telling - what time to be home	Find pictured examples of approved behavior Make chart using pictures and traits List vocabulary appropriate to picture - relate to language arts Use puppets for role playing Dramatize group pressures exerted to bet individual to do something he or she doesn't like, drinking liquor, smoking, stealing, destroying property, etc.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LEARNING WISE USE OF LEISURE TIME

P.L.S. #10 involves the essential habits, attitudes and skills necessary for locating desirable sources of recreation and participating in wholesome activities.

Secondary

A. Understands the selection and location of appropriate activities

B. Understands about participating in a socially acceptable manner

C. Understands about proper use of facilities and equipment

D. Understands about selection of desirable companions

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded,** Vol. I, **Arts and Crafts.** Also see Vol. II, **The Practical Arts,** pages 57-58, for a 4-H CLUB FOR GIRLS.

See Bulletin 21-D, pages 25-29, for suggested and illustrative units on OUR PARKS and HOW CAN I USE MY LEISURE TIME?

P.L.S. #10

SECONDARY

A. Understands the Selection and Location of Appropriate Activities

Aims	Center of Interest Units	Introductory Discussions

AT HOME	Table games
	Physical games
	Parties
	Hobbies
	  Let students explain hobbies
	Crafts
	  Display crafts
	  Teaching crafts
	Watching TV
	Reading
	Listening to records
		Demonstrations
		Name
		  Different table games
		  Physical games, etc.
		Display of hobbies of students, parents or teachers
		Display of crafts
		Teaching crafts

AT SCHOOL	Display of educational games Reading Types of clubs Types of sports available in the school	Educational games Visit to library to show books and records Discussion of clubs Activities and sports
THE COMMUNITY	Recreational facilities Outdoor activities	Visit any available in community Display of equipment used in pursuit of an outdoor activity Films Equipment catalogs Watch demonstration

SECONDARY

B. Understands About Participating in a Socially Acceptable Manner

Aims	Center of Interest Units	Introductory Discussions

AT HOME	Group activities
	  Unit on manners
	    Respect for parent
	    Respect for property
	    Respect for neighbor
	Parties
		Newspaper
		  Human interest stories
		  Travel section
		  Entertainment section
		Film strips
		Movies on manners
		Books on family customs
		Television and radio

AT SCHOOL	Study of clubs
	  Requirements
	  Purpose
	  Cost
	  Location and time
	  Making choice for participation
		Awareness of different school activities

THE COMMUNITY	Study community organizations
	  Requirements
	  Purposes
	  Cost
	  Location and time
	  Selection of choice
		Community organizations
		  Guest speaker
		  Field trips
		Movies
		Social activities

Language Arts	Number Concepts	Related Activities
Read and discuss rules Planning for activities Writing invitations Appropriate refreshments Party games Read directions Give reports Discuss 33 1/3, 45 and 78 r.p.m.	Counting (keeping score) Consideration of cost of equipment and supplies Consider time allotment Cost of party Prizes for games Refreshments Decorations	Have games tournaments for girls and boys Hobby Day for students with hobbies Craft Day for students with crafts (let crafts student teach other interested students the craft)
Reading and following instructions and rules Map puzzles Dolch word games Research in library Rules and regulations at clubs Rules and regulations of sports	Dominoes Quizzmo Cost of membership Use of membership funds Learning to time and score	Picture puzzles Checkers Rutgers Reading Plan with high interest-low vocabulary books Collecting Club Square dancing Rifle club Intramurals
Use newspaper to determine where and when activity takes place Filling out order blanks Rules and regulations involved	Fees required Consider transportation cost Time involved Order from catalog Number Postage Total cost C.O.D. Weight	Community centers and other activity groups Classroom planned community activities

Language Arts	Number Concepts	Related Activities
Keeping notebooks Family pictures List of manners Types of games Planning for activities Invitation Communicating by phone Introductions	Playing Flinch Cost of equipment Time allotment for activities Budgeting Using TV Guide and radio listings	Hobbies Records Reading Serving-girls Model building-boys Dancing
Reading information pertaining to clubs Writing for information Seeking information by conversation Critical listening	Cost Dues Equipment Budgeting Time Size of group	Intraumurals Assembles Use of library Puzzles Checkers Dancing Civic and church organizations
Reading information pertaining to clubs Writing for information Seeking information by telephone or conversation Critical listening Independent city traveling Bus schedules	Cost of transportation Dues Street number: directions Budgeting of time Spending	Theaters Fairs Sports Events Concerts Library Voluntary Service Clubs

P.L.S. #10

SECONDARY

C. Understands About Proper Use of Facilities and Equipment

Aims	Center of Interest Units	Introductory Discussions
AT HOME	**Construction of series of cartoons showing regard and disregard of safety in use of facilities and equipment**	**Use of newspaper accounts and pictures of personal injuries and accidents** **Using difficult or hazardous equipment**
AT SCHOOL	**Construction of models, use of pictures as they apply to school rules for understanding safety** Unit of First Aid	**Demonstrate, discuss rules for use of equipment,** safety rules and reasons for same Talk about any accident that occurs Discussion of First Aid facilities
THE COMMUNITY	Use of city map Location of facilities Traffic signs and their meaning	Safety films on bicycling, swimming, etc. **Use of various other safety films as they relate to safety in the community** Field trips

SECONDARY

D. Understands About Selection of Desirable Companions

Aims	Center of Interest Units	Introductory Discussions
TO DEVELOP AN AWARENESS OF ACCEPTABLE PEER GROUP BEHAVIOR PATTERNS IN GROUP LEISURE TIME ACTIVITIES IN HOME, SCHOOL AND COMMUNITY	What to look for in a friend: Courtesy Fair play Respect Honesty Consideration of others How to choose your friends Know person well Ability to give and take Allow for mistakes Have more than one friend	Films Dating Clubs Discuss: What types of people join what activities and display what actions Why do we have friends Read newspaper articles of "Successes and Delinquents" and discuss reasons for each Pictures showing teenage friends participating in variety of acceptable activities, display them Bulletin board of appropriate and approved behavior

Language Arts	Number Concepts	Related Activities
Reading directions Giving directions Develop rules for personal safety as it applies to facilities or equipment Make written list of safety rules	Income lost due to personal accidents Numbers in relationship to operation Cost of repair to equipment Time lost in regard to use of equipment	Make safety posters Minor repairs to objects abused
Make and post warning signs in danger areas Verbal and written description of specific situations that occur as they relate to school rules regarding safety.		Keep playground, lunch room any space used for leisure time in addition to equipment free of safety hazards Give rewards for student reporting unsafe condition or equipment
Read traffic, other precautionary, public signs Read and interpret regulations governing city facilities Read and discuss safety rules and regulations applicable to various community facilities Reports on field trips	Safe depth of water-concept of 5 ft., etc. City travel and its use Time allotment Cost Reading city maps Distances Directions	Incidental to field trips - point out hazards

Language Arts	Number Concepts	Related Activities
Write or discuss The do's and don'ts of friendship About what you and your friends have done "Who's your favorite friend and why" (don't discuss by name) Different types of activities that can be shared with friends Read or make available for reading, stories and articles of true friendship	Time For meeting friends For picking up date To be home Money and use of it as it relates to activities Cost of show Cost of bowling Other examples Keeping score Bowling Miniature golf Archery Other examples	Dramatization of a play illustrating friendship Puppet show

LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

P.L.S. #11 involves the essential habits, attitudes and skills necessary to develop and maintain an attractive invironment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing).

PRIMARY

A. Begins to learn about enjoyment of beauty

B. Begins to learn about appreciation of beauty

C. Begins to learn about creation of beauty

For specific teaching activities and units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded**, Vol. I, **Arts and Crafts** for activities related to the primary level. Also see Vol. II- **The Practical Arts**, pages 63-74, and the section MUSICAL RECREATION FOR THE MENTALLY RETARDED.

See Bulletin 21-B, Vol. I, pages 67-68, for a suggested and illustrative unit on OUR LIBRARY BOOKS. Also see Vo. II, pages 92-93, for another unit on TREES AND LEAVES. See pages 83-91 for a related unit on beauty in THE HOME and page 114 for a unit on ANIMALS OF THE WOODS. Refer to other units in this resource guide which have suggested activities designed to stimulate primary level pupils to enjoy, appreciate and create beauty in their lives.

P.L.S. #11

PRIMARY

A. Begins to Learn About Enjoyment of Beauty

Aims	Center of Interest Units	Introductory Discussions
ENJOYING THE BEAUTY AROUND US	Enjoying living things Enjoying non-living things Color Texture Shape Enjoying the seasons and their various beauties Enjoying nature Enjoying food	Animals: pets, cats, dogs, rabbits, fish, frogs, etc. Materials that can be shown in the classroom: and sponge, money, blocks, rocks, glass, cork, cloth Color Texture Shape Students' preferences and why Temperature Snow or rain Sunshine Leaves Nature walks listening to song birds and outdoor sounds. Trip to the zoo Tasting different foods and liquids

PRIMARY

B. Begins to Learn About Appreciation of Beauty

Aims	Center of Interest Units	Introductory Discussions
APPRECIATING BEAUTY IN SIGHT, SOUND AND ODOR	Foods Music Art - can go along with any unit topic	Present objects with different odors Sounds of different instruments in the rhythum band. Making music Discuss pictures - their beauty, humor, action

PRIMARY

C. Begins to Learn About Creation of Beauty

Aims	Center of Interest Units	Introductory Discussions
CREATING BEAUTY	Colors - painting Forms - blocks on drawings Textures - paints or cloth Growing plants Health and appearance See Bulletin 21-B pp. 66-68	Creating beauty Color Form Texture How to care for plants Give each child a flower plan Neatness in dress and body care

Language Arts

- Discussion
  - Different pets, list adjectives describing characteristics of different pets
  - Compose a story about your pet
  - Various materials. See if others can guess what item is described by what has been said. Discuss where you would go to get each item
  - How temperature effects you: How does the room feel when comfortable? What clothes do you wear in different temperatures?
  - The sound of a woods, a storm, of different animals
  - Discuss the sounds made in a kitchen when foods are being prepared

Number Concepts

- Counting number of pets the children have. How many times are they fed?
- How many objects shown?
- How many are smooth? soft? hard?
- Numbers on the thermometer. What do they measure?
- How many different sounds did you hear?
- Did they sound far or near? Above you or below?
- Count the cooking and eating utencils in class or at home

Related Activities

- Make pictures of pets
- Make a scrapbook of pictures of pets found in magazines and newspapers
- Make collages of various textured materials
- Make booklets showing how people dress for different temperatures
- Draw or find pictures of what animal or thing had made the sounds discussed
- What sounds are warning sounds Take snapshots of animal at the zoo
- Make a booklet of favorite foods. Identify foods by taste, touch and color
- Plan food for a party

Language Arts

- Discussion
  - Smells in the kitchen
- How the different instruments sound
- Why the pictures are pretty, humorous. Make a story about the picture

Number Concepts

- **Count** different smells in different situations
- **Count** the instruments in the band. Which are big, little? Heavy, light?
- **Count** the different subjects in the picture, colors, shapes

Related Activities

- Use of hand lotion
- Pictures of how odors help safety
- Learn several songs using instruments. Play them for another class.
- Make a class collection of interesting and pretty pictures
- Make a color chart. Make a chart of shapes - and pictures that contain the particular shape

Language Arts

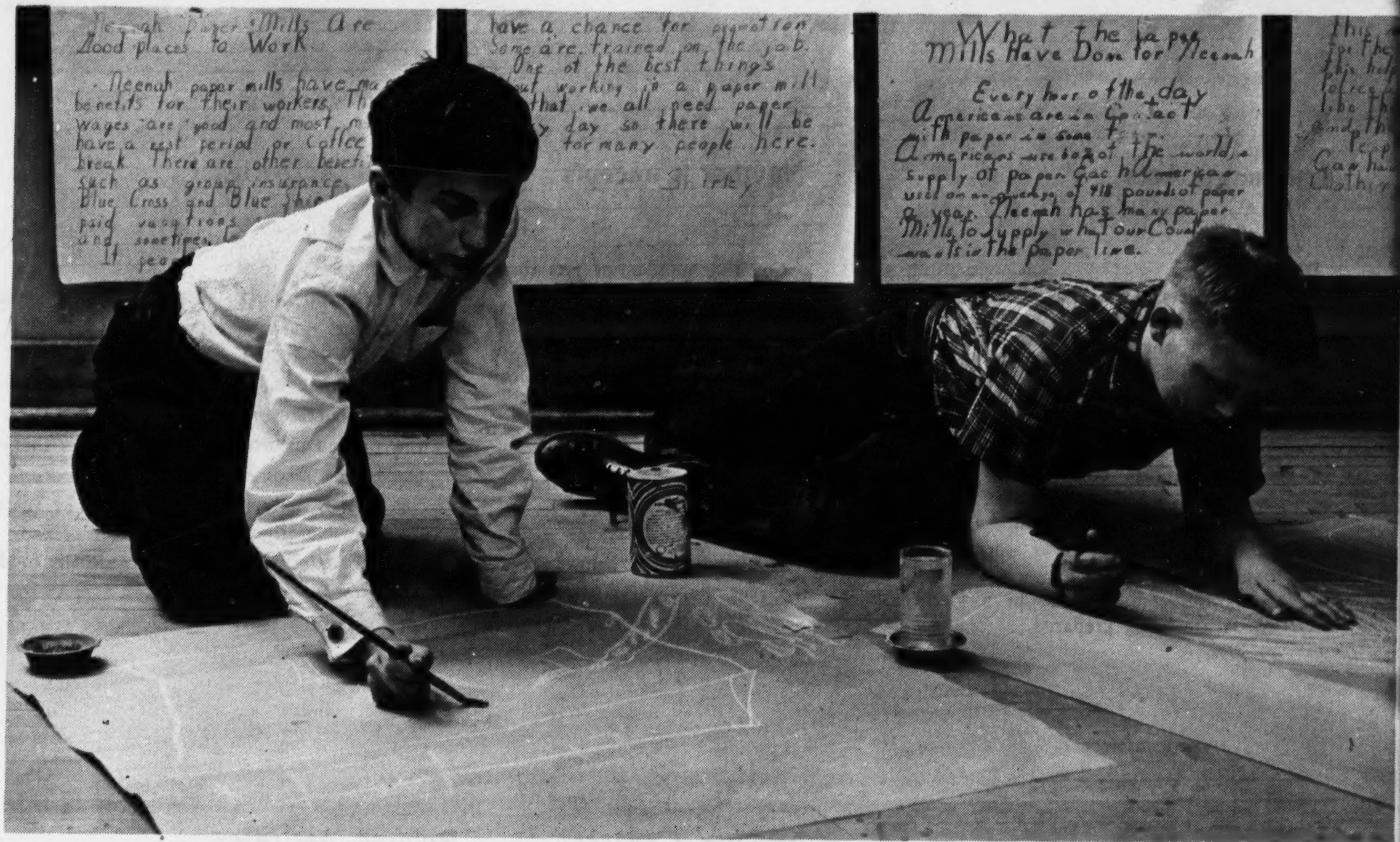
- Discussion
  - Colors as being used or seen around the room and in pictures
- Dramatize good painting or work and play habits
- Discuss neatness - evaluate room, self, etc.

Number Concepts

- How many colors, forms or textures do you see?
- How many times do you see the same color, form or texture?
- Number of "rules" that apply to good work habits
- How many things and tools help us in keeping neat?

Related Activities

- Make charts showing colors, and pictures that contain the particular color
- Make pictures of do's and don'ts in regard to work habits
- Have the nurse come in and discuss neatness


Neenah Paper Mills Are Good places to Work
Neenah paper mills have ma
benefits for their workers. Th
wages are good and most m
have a rest period or coffee
break. There are other benefi
such as group insurance,
Blue Cross and Blue Shie
paid vacations
and sometimes
It peo
have a chance for promotion.
Some are trained on the job.
One of the best things
about working in a paper mill
that we all need paper
day so there will be
for many people here.
Shirley
What The Paper Mills Have Done for Neenah
Every hour of the day
Americans are in Contact
with paper in some form.
Americans use ½ of the world's
supply of paper. Each American
used on an average of 418 pounds of paper
a year. Neenah has many paper
Mills to supply what our Country
wants in the paper line.

LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

P.L.S. #11 involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing.)

Intermediate

A. Develops ability to enjoy beauty
  (1) Greater awareness of enjoyment of nature
  (2) Greater awareness of enjoyment of sounds and music

B. Develops ability to appreciate beauty

C. Develops ability to create beauty

For specific teaching activities and units related to this major objective. the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded.** Vol. I. **Arts and Crafts** for activities related to the intermediate level. Also see Vol. II - **The Practical Arts**, pages 63-74. and the section MUSICAL RECREATION FOR THE MENTALLY RETARDED.

See Bulletin 21-C. pages 98-114. for a suggested and illustrative unit on a CRAFTS PROGRAM FOR RETARDED BOYS designed for the intermediate level. Also, refer to other units in this resource guide which have suggested activities designed to stimulate intermediate level pupils to a greater appreciation of beauty in their lives.

P.L.S. #11

INTERMEDIATE

A. Develops Ability to Enjoy Beauty

Aims	Center of Interest Units	Introductory Discussions
(1) GREATER AWARENESS OF ENJOYMENT OF NATURE	Natural sounds and color	Nature studies field trips Field trips to the zoo, city parks, etc.
(2) GREATER AWARENESS OF ENJOYMENT OF SOUNDS AND MUSIC	Manmade sounds and color	Attend school band concerts Listening to orchestra recordings, as well as recordings of harbor sounds, city sounds, popular music The Basic Pure colors Mixing colors

INTERMEDIATE

B. Develops Ability to Appreciate Beauty

Aims	Center of Interest Units	Introductory Discussions
TEACH STUDENT TO APPRECIATE BEAUTY IN COMMON PLACE, EVERYDAY ASPECTS OF COMMUNITY LIFE	Store and community Farms and community Foods Home and community Health Listening	Trip to a supermarket Discuss what we want to see and do Trip to the dairy Plan to discuss what we will see and do Take a walk thru a residential area and a business district Audiometric tests

INTERMEDIATE

C. Develops Ability to Create Beauty

Aims	Center of Interest Units	Introductory Discussions
TO ENCOURAGE THE CHILD TO FOLLOW HIS OWN MEANS OF EXPRESSION IN THE CREATION OF BEAUTY	Crafts Arts The utilization of songs, stories or poems pertaining to the current unit topic	Plan and conduct a craft show, demonstrating items which they have made themselves Listen to tape recording of poems, songs or stories Discuss how the class can make their own recording

Language Arts	Number Concepts	Related Activities
Discussion of trips What you liked best, writing a story or poem about the visit Write a thank you letter to the host Discussion Trips and things student liked Why students like certain things Types of sounds and instruments. Identification of sounds on records. How they make up city life e.g. What do we need buses for Different cities and which ones students like	How many kinds of animals and birds did you see? How many city parks are there in your town? How far did we have to go? How much did the trip cost? How many instruments in a band or orchestra? How many instruments can you name? How many colors are there?	Listening to bird sounds, sounds of wind and sounds made around us. Try to imitate. Color pictures of birds and animals. Doing imitations of sounds and recording. Recording sounds in the classroom. Identifying sounds of classmates voices from tape recordings Finger painting Mixing colors

Language Arts	Number Concepts	Related Activities
Discussion of different colors, arrangements and tastes Write or tell a story of the visit Discussion of types of homes and buildings Write "What makes a home beautiful" and "what I liked about the building" Discuss why hearing is important How can we save our hearing	Comparison of prices, of total amounts spent on imaginary shopping tour Discuss numbers of animals, number of quarts of milk from one cow and from herd How many homes in one block Were they large or small homes. How many people work in the stores and buildings	Using pictures, of foods, make an attractive imaginary store display Make a "movie" of our trip to the farm Draw a picture of a home you would like to live in A building you would enjoy working in See film or filmstrip on ears and hearing. Play listening games

Language Arts	Number Concepts	Related Activities
Plan what they would like to make and at the show tell the class how they made it Actual recording and practicing of class poems, songs and stories on the recorder	Keep itemized account of the cost of items such as glue, paint, etc. Have each child keep track of the hours spent on the project. Discuss measures used Timing on tape, how much each child can have on the tape, how long is total tape. What is the linear length of the tape	Actual construction of model boats, planes, doll clothes, etc. Creating music or sound effects on tape. Play the recordings for another class or the parents

LEARNING TO ENJOY, APPRECIATE AND CREATE BEAUTY

P.L.S. #11 involves the essential habits, attitudes and skills necessary to develop and maintain an attractive environment, to develop and maintain an attractive appearance, and to express oneself through a variety of media (crafts, music, art, dancing.)

Secondary

A. Understands. enjoys. appreciates and creates personal beauty

B. Understands. enjoys. appreciates and creates beauty in the home

C. Understands. enjoys. appreciates and creates beauty in the community

For specific teaching activities and units related to this major objective. the reader is referred to the following resource guides:

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded,** Vol. I. **Arts and Crafts** for activities related to the secondary level. Also see Vol. II - **The Practical Arts,** pages 63-74. and the section MUSICAL RECREATION FOR THE MENTALLY RETARDED.

See resource Bulletin 21-D for units which have suggested activities designed to stimulate secondary level pupils to a greater appreciation of beauty in their lives.

P.L.S. #11

SECONDARY

A. Understands, Enjoys, Appreciates and Creates Personal Beauty

Aims	Center of Interest Units	Introductory Discussions
UNDERSTANDS, ENJOYS, APPRECIATES AND CREATES PERSONAL BEAUTY	Clothes Styles Dressing for the ocassion Body proportions and styles Colors Textures Appropriate combinations of colors, materials and textures Personal grooming Display and demonstration of musical instruments Fine art	Current and out of date styles Field trip to clothing stores or clothing manufacturer Flannel board presentation of materials and color-**texture combinations** Effects of various combinations Personal grooming and its value Display of items used in grooming (boys and girls) Display and demonstration of musical instruments Films and records Demonstrate various kinds of art: (graphic, performing, structural, decorative) Discussion with examples illustrating discipline of successful artists

SECONDARY

B. Understands, Enjoys, Appreciates and Creates Beauty in the Home

Aims	Center of Interest Units	Introductory Discussions
UNDERSTANDS, ENJOYS, APPRECIATES AND CREATES BEAUTY IN THE HOME	House painting: interior, exterior Household maintenance Arrangement and selection of tasteful furnishings and accessories Home decoration for special events Gardens, trees, shrubbery, etc. Care of car, appliances. tools	Movies or slides illustrating aspects of architecture, home care and gardening which add beauty Interior decorator as guest speaker Field trip or discussion with landscape artist Demonstrations of tool and appliance care and maintenance

SECONDARY

C. Understands, Enjoys, Appreciates and Creates Beauty in the Community

Aims	Center of Interest Units	Introductory Discussions
UNDERSTANDS, ENJOYS, APPRECIATES AND CREATES BEAUTY IN THE HOME	Appreciating and preserving natural resources Opportunities for entertainment Developing an appreciation of the community	Interview with Ranger, policeman, etc. Movie on conservation Civic newspaper Local historical material presented as a skit by teachers or selected pupils

Language Arts	Number Concepts	Related Activities
Read current magazines and papers Oral and written reports on styles Letter to guest speaker Reports on history, source and origin of various fabrics and dyes Job interview skits (dress for ocassion) Read, report and discuss health materials	Prices of new items Price discounts and sales Savings through alterations Clothing budget Comparison of cost of various fabrics Cost of good grooming	Scrapbook Movies and slides Student model Make color wheel Display of matching and contrasting materials Movie on origin and manufacture of fabrics, etc. Demonstration of various grooming practices Movies and slides on grooming and health Practice good grooming Hair setting Shoe polishing Supportive helps in personal hygiene from physical education department
Personal request for demonstration of musical instruments Read and report on origin of dances, music and musical instruments and art forms and musicians and artists Discuss the development of writing from an art to a skill Create or find captions for pictures Themes, skits and panels on **What beauty means to me**	The mathematical basis of rhythm Time line for development of music instruments Value of artist's work Amount of time needed to produce a symphone, painting, book or sculpture Mathematics in photography (distance, f stops, shutter speed, etc.)	Correlate with assembly or TV program Learn folk and social dances Take and develop pictures Learn to play instrument Join a vacal group Work in various art media Participate in photo contest or display Join photo club, annual staff, square dance club

Language Arts	Number Concepts	Related Activities
Write for instruction manuals on gardening, etc. Newspaper garden section Use of color chart News ads and auction or sales catalogues for used furniture Invitations to visitors, ordering supplies Interpretation and use of written directions and guarantees	Yield of garden Scale plan of garden Growing season Costs of paints and equipment Budgeting party expenses Cost of purchasing and maintaining Cost of car operation and repair	Scrapbooks and models Classroom garden Scale model of rooms in home Furniture refinishing Hosting a party Visit to an open house Keep records of auto expenses

Language Arts	Number Concepts	Related Activities
Create and maintain a current activities calendar Write or produce a skit related to civil responsibility Report of visits to places and performances How to use a newspaper	Costs involved in camping hunting and fishing Costs of different kinds of entertainment	Assemble collection of programs from community activities Print program for skit or play Field trips to park, nursery, fish hatchery Field trips to stores

LEARNING TO BE A RESPONSIBLE CITIZEN

P.L.S. #12 involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

Primary

A. Begins to develop an understand of our American heritage
  (1) Family heritage
  (2) Our country's heritage (Recurring holidays)
  (3) Our natural resources then and now

B. Begins to develop an understanding of the structure and function of our Government
  (1) Develops an appreciation for Democratic rules and procedures
  (2) Simple structure of government

C. Begins to develop an understand of our privileges and responsibilities as a citizen
  (1) At home
  (2) At school
  (3) In the community
  (4) As a member of society

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** which includes vocabulary and understandings required by responsible primary aged citizens in their communities.

See Bulletin 21-B, Vol. I, pages 14-18, for a suggested and illustrative unit on LIVING SAFELY. See pages 21-25 for a related unit on THE FAMILY which suggests responsibilities and privileges of a primary level pupil in the family setting. Also, see pages 66-68 for a related unit on OUR LIBRARY BOOKS. See Vol. II, pages 146-161, for specific units related to this major objective including HELPING RETARDED CHILDREN BECOME GOOD CITIZENS IN THE SCHOOL, BEING GOOD CIIZENS IN OUR HEIGHBORHOOD, and THE NEIGHBORHOOD.

P.L.S. #12
PRIMARY

A. Begins to Develop an Understanding of our American Heritage

Aims	Center of Interest Units	Introductory Discussions
(1) FAMILY HERITAGE	Local special days Ancestors Nationality Race	Local persons to give talks about special days, visits to old country, etc. Pictures
(2) OUR COUNTRY'S HERITAGE STUDY OF RECURRING HOLIDAYS	Columbus Day and Indians	How Columbus discovered America
	Thanksgiving	Reason for Thanksgiving Filmstrips Movies
	George Washington's birthday	Stories Filmstrips Recordings Bulletin board display
	Abraham Lincoln's birthday	Who was Abraham Lincoln
	Memorial Day	Discussion of pictures Military, flag, parades
(3) OUR NATURAL RESOURCES THEN AND NOW	Water and land	Use of maps Observation of practices of soil conservation; source of local water supply
	Forests, plants and animals	Trip to zoo Trip to farm, woods, school, forest, tree nursery, game preserves

Language Arts	Number Concepts	Related Activities
Discussion of immediate family relatives and learning names of family members and close relatives - family tree, using chart stories and chart illustrations Word recognition with pictures Read story of Columbus to students Act out landing of Columbus	Counting persons in family How long ago ancestors came Birthdates - as many as possible Recognition of American money and foreign money 1492 - as being very long ago Number of people making trip	Dances and costumes Displays of things from other countries (stamps, money, etc.) Simple family tree chart Visit local celebrations to watch for things discussed Puppetry showing Columbus' three ships sailing the ocean
Dramatization of landing of Pilgrims Films Weekly Readers Vocabulary	Thanksgiving Day on Calendar (Month and day)	Indian dance Puppet shows Prepare Thanksgiving foods Miniature Indian homes of that area Making Pilgrim caps and collars Making Indian headdress Pipe cleaner figures
Read stories Weekly readers Discuss type of schooling and materials used then Act out cherry tree story	Calendar - Feb. 22 Date of Birth - year, month day 13 colonies	Dances of that time Pictures of Washington's home and George Washington costumes
Scrapbooks on Lincoln Teaching of ideals Lincoln practiced Honesty Kindness Dependability Humbleness, etc.	Things Lincoln did at various years of age As a boy As a young man As a young adult When he lived Monthly calendar pointing out February 12	Songs about Lincoln Make Lincoln silhouettes Dances of that time Dramatize Lincoln stories
Honoring the dead Participation in ceremonies and other types of activities	May 30 Count -March time (4 4) Date started	Parade- -Field trip and participation
Discussion Conservation of water as a useable thing Chart stories Poems	Comparing land and water areas Some idea of mileage on a map (county, state, township)	Songs Table-top paper mache relief map Visiting local historical sites and plaques
Discussion Animal and plant characteristics identification, growth needs, adaptation to surroundings Seasonal changes	Grouping and counting plants and animals Measure growth of plants and animals Telling age of trees Comparison of sizes of plants and animals Higher - taller Shorter - longer Use of ordinals	Smokey the Bear materials Planting seeds, bulbs, bushes Making booklets - plants, animal Paper-mache Dramatizations Animal sounds Chart of forests and their uses

P.L.S. #12

PRIMARY

B. Begins to Develop an Understanding of the Structure and Function of our Government

Aims	Center of Interest Units	Introductory Discussions
(1) DEVELOPS AN APPRECIATION FOR DEMOCRATIC RULES AND PROCEDURES	Home rules School rules Fair play Bus rules Community	Why we need rules Who makes the rules
(2) SIMPLE STRUCTURE OF GOVERNMENT	Office of the President of the United States	What does President do How elected Requirements
	Senate House of Representatives	What do they do How elected
	Supreme Court	What does Supreme Court do How chosen

PRIMARY

C. Begins to Develop an Understanding of our Privileges and Responsibilities as a Citizen

Aims	Center of Interest Units	Introductory Discussions
(1) AT HOME	Family Individual family roles Duties Care of pets Care of possessions Sharing Time Ideas Possessions Acceptance of individual differences Emotional control Safety Learning to pick up toys Fire safety Bicycle safety	Who is in your family What do they do Duties Privileges Activities How to care for baby Rights and privileges of the individual

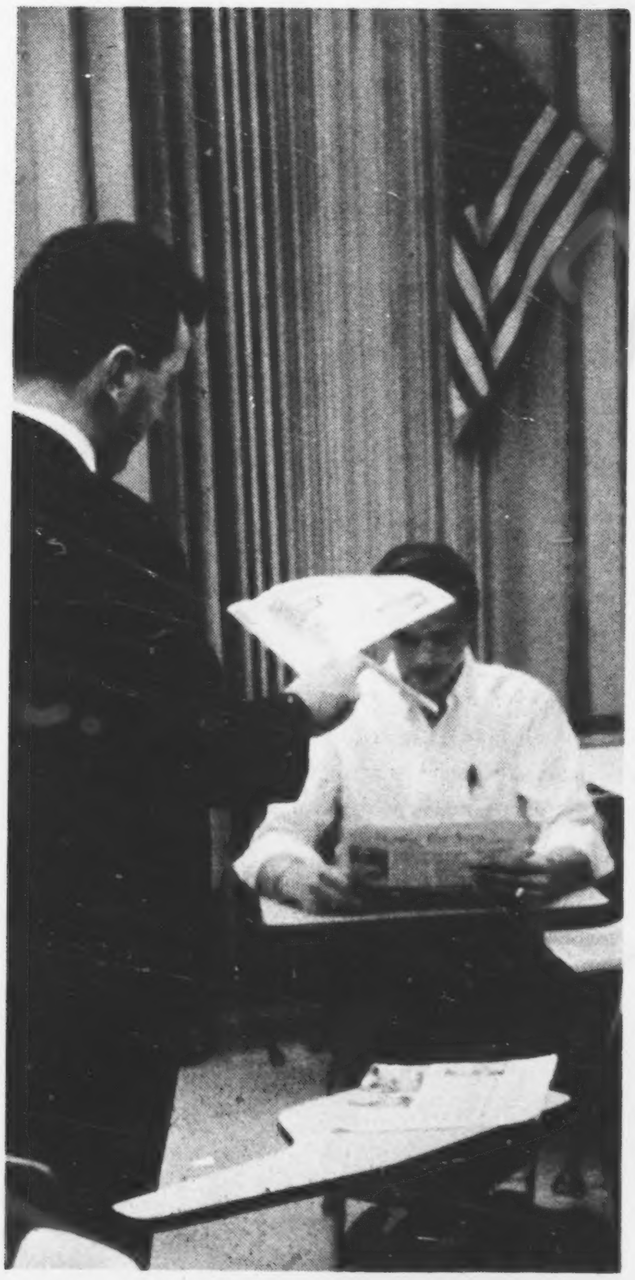
Language Arts	Number Concepts	Related Activities
Discussion When and how rules should be altered to fit a particular situation Story and picture chart to show what happens when rules are not followed Apply democratic procedure in solving a classroom situation	Number of people following rules Taking turns (use of ordinals) Numbering the rules listed on chart	Dramatization of rules and safety Drawings to illustrate rules Scrapbooks Songs
Discussion Past Presidents My Weekly Reader Writing a simple skit demonstrating voting procedures	Size of government unit Age of President Required age of President Number of people in President's family Number of Presidents our country has had	Scrapbook Acting out voting procedure Trip to polls
Discussion Function of legislative Diagram of legislative	How many Senators and Representatives	Classroom Senate and House
	How many justices Number of cases each year	Utilize classroom as model of government: Student President, Senate, House and Supreme Court (perhaps the teacher)

Language Arts	Number Concepts	Related Activities
Make a book: **All About Me** Dramatizations Role playing Telling or reading stories Spelling and vocabulary	Number and ages of family members Birthdates Address Telephone number Use of clock Bus time Bed time Setting table	Recognition of home furnishings through use of model homes, charts, etc. Songs Performing mother's, father's, brother's, etc, duties

P.L.S. #12

Aims	Center of Interest Units	Introductory Discussions
(2) AT SCHOOL	Individual school roles Pupils Teachers Janitor Keeping a time schedule Bus Lunchroom, etc. Lavatory Readiness for Class Assignments Equipment and materials In the lunchroom Manners and courtesy Handling food Acceptance of lunchroom routine Neatness Care of possessions Care of equipment Wise use of materials On the school bus Seating Courtesy	Consideration of and respect for others Respect for authority Acceptance of individual differences Emotional control Safety Fire safety and drill Bicycle safety Bus safety Learning to pick up materials Correct use of play equipment indoors and out
(3) IN THE COMMUNITY	Community helpers The worker's role The citizen's role Community regulations Obeying signs Road Building Public transportation	Preparations for field trips The **Where** and the **Why** of trips
(4) AS A MEMBER OF SOCIETY	Traffic signs Other signs Litter problem Community safety Sanitation Protection (seek individual help)	Develop rules for behavior Field trips Grocery store Fire station Post office Library The meaning and importance of rights, responsibilities and privileges with respect to all races and creeds

Language Arts	Number Concepts	Related Activities
Role playing Telling or reading stories Flag Care, salute, stories and history Discussion of Sanitation Handling food Handwashing **Making signs about safety, travel, etc.** **Care, display and history of flag** Other flags Discussing and setting up rules Make a book: **All About School** Developing evaluation techniques Behavior Work Product	Number, ages of classmates Address of school School telephone number Use of clock Bus Lunch Recess Special classes (art, music, phy. ed.) Dismissal Calendar Days of week Birthdays Flag Number of stars, stripes, colors **Understand and follow a time schedule** Construct a time schedule Construct a calendar Lunch money	**Recognition of school furnishings through models** **Silhouettes of students, principal, teachers, janitor, secretary (include association of names with above)** Pictures of school and staff Songs America Star Spangled Banner America the Beautiful God Bless America Battle Hymn of the Republic Recordings such as Stars and Stripes Forever Daily display of flag
Role playing Chart stories Planning field trip Evaluation of field trip Work of individual helpers	Location of community agencies Bus fare Cash Tokens	Songs Filmstrips Records Practice in use of public transportation
Dramatizations Practice correct telephone usage Stories Developing listening skills Chart stories **Rights and privileges of the individual and of the group** Reading and telling stories		Films Bus travel **Draw pictures of individual and responsibility in family, school, community and society**



LEARNING TO BE A RESPONSIBLE CITIZEN

P.L.S. #12 involves the essential habits, attitudes and skills necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

Intermediate

A. Develops knowledge of our heritage
  (1) The significance of holidays
  (2) Appreciates differences between democratic and other ideologies
  (3) Appreciates natural resources and conservation
  (4) Respects various minority and religious groups
  (5) Evaluates past and present standards of living

B Develops and understand of the structure and function of our government
  (1) The democratic group processes in the family
  (2) The democratic group processes in school
  (3) The various local governmental services

C. Develops an understanding of our privileges and responsibilities as citizens
  (1) Accepts written and unwritten social standards
  (2) Privileges and ethical obligations of a ciizen
  (3) Learns and practices written and enforced laws

For specific teaching units related to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** which includes vocabulary and understandings required by responsible intermediate aged citizens in their communities.

See Bulletin No. 15 - **A Potpourri of Ideas for Teachers of the Mentally Retarded, Vol. II, The Practical Arts,** pages 79-80, for a related activity entitled A DUTY ROSTER.

See Bulletin 21-C, pages 167-185, for suggested and illustrative units on RESPONSIBLE SCHOOL CITIZENSHIP and LEARNING ABOUT LOCAL GOVERNMENT.

P.L.S. #12

INTERMEDIATE

Develops Knowledge of our Heritage

Aims	Center of Interest Units	Introductory Discussions
(1) THE SIGNIFICANCE OF HOLIDAYS	Holidays Columbus Day Thanksgiving Washington's birthday Lincoln's birthday Labor Day Veteran's Day Memorial Day Flag Day Fourth of July Other historical personages and events	The background and meaning of each holiday Seasonal decorations Teacher-read stories and poems
(2) APPRECIATES DIFFERENCES BETWEEN DEMOCRATIC AND OTHER IDEOLOGIES	Democracy Communism Totalitarianism	What is Democracy? Communism? Totalitarianism?
(3) APPRECIATES NATURAL RESOURCES AND THE CONSERVATION	Water conservation Forest conservation Mineral conservation Soil conservation Geographical study of conservation with State map	What does conservation mean? What are some conservation programs? Where are some major conservation areas?
(4) RESPECTS VARIOUS MINORITY AND RELIGIOUS GROUPS	Social Studies Location of ethnic groups Local Wisconsin (state) National	Brotherhood week Posters Radio and TV programs Ethnic groups Music (e.g. Marian Anderson) Folk songs Negro spirituals Folk dances Costumes Cultural exhibits Holidays and Festivals
(5) EVALUATES PAST AND PRESENT STANDARDS OF LIVING	Transportation - Then and Now Communication - Then and Now Education - Then and Now: Buildings and facilities Curriculum Teachers Textbooks Home life: Housing Clothing Foods Appliances Industry Farming Factories Sanitation and Health Pure Food Laws	Antiques Question on conditions in each area "then and now"

Language Arts	Number Concepts	Related Activities
Oral Expression Discussion Talks by students Listening Records Talks by others Reading Spelling vocabulary words pertaining to holidays Stories: High interest, low level Creative Writing Chart stories Poems Songs Letter writing School newspaper	Comparative Concepts Earlier - later Before - after Now - then Long ago - today - tomorrow Many - few All - none Past - present- -future Time Calendar - make one Time line	Drawing pictures Painting murals Sketching scenery Dancing (tie in with time) Sculpture Mapmaking Table models Tape recording Play production Slide production Notebooks
Reading Stories of Children of other lands Listening Talks Reports (e.g. pupils and others)	Distances Standards of living (economic comparisons) Map making Map reading	Puppets Games involving taking turns and choosing partners Field trips Poster display (pupil made)
Oral and written reports on ways individuals and their families have contributed to democracy, conservation, minority groups Debate on conservation Play writing Experience chart stories	Graph making and reading Map making and reading (scale) Distances Time concepts (century) Money Measurements Liquid measure Dry measure Linear measure	Salt maps Model farms Camping program Trees for tomorrow Collections Dramatizations Childmade movie
Discussion Each student's nationality, background Foreign expressions adopted by Americans Good morning God bless you, etc.	Population ratio Fractions	Role playing (e.g. taking the part of a child who is different) Music activities Listening Folk dancing Sewing Cooking Manual arts Compiling foreign cookbook
Writing Chart stories Poems Reading Poems Atories Old Publications Interviewing senior citizens Study local historical sites	Comparison of living costs Coin Collections Stamp Collections Comparisons of travel and communication time Means of marketing Recipe reading and measuring	Trips to Museum and Historical sites Historical sites Business places Airport and Railroad station Post Office Supermarket TV station Dramatizations Drawing pictures Painting murals Sketching scenery Bring items from home Teacher Demonstrations Soap making Butter churning Ice cream making

P.L.S. #12

INTERMEDIATE

B. Develops an Understanding of the Structure and Function of our Government

Aims	Center of Interest Units	Introductory Discussions
(1) THE DEMOCRATIC GROUP PROCESSES IN THE FAMILY	Family Recreation Family Responsibility Sharing responsibilities and privileges Care of pets Acceptable family behavior (respect) Courtesy Cooperation among siblings Discussing problems Making decisions Privacy Respect for property	What is the role of each person in the family How can decisions be made Should children have a role in decision making
(2) THE DEMOCRATIC GROUP PROCESSES IN SCHOOL	Cooperative Planning and Sharing Teacher-pupil planning Creating a good public image Health Good mental attitude toward learning to obey rules, for games, subject matter, obedience	Discuss Cooperation Building Tour of building Kindness, loyalty and respect Following School rules Should students have a role in deciding some school rules
(3) VARIOUS LOCAL GOVERNMENTAL SERVICES	Government structure Local State National Governmental Services Library Sanitation Police Department Fire Protection Schools Courts Public Assistance Health Services Post Office (see Bulletins 15 and 21c)	Trips Court house City-County building Police station Fire station Post office Polls

Language Arts	Number Concepts	Related Activities
Plan meals Courtesy Introduction Taking turns Telephone Courtesy Creative Writing and Speaking Furnish endings for stories Clothes care	Sequential Order (see Que puzzles) Budgeting Money Allowance Family money Time Personal Family	Cooking - planning menus Housework Odd jobs e.g., mowing, raking Table Manners (conversation) Simple Repairs Dramatization of family problems and discussions
Developing rules for safety Buildings Playgrounds Streets Use of equipment and facilities Conveyances Sports Conducting and participating in a business meeting Discuss role of school employees Writing articles for school newspaper	Schedule Budget time Promptness	Duties Plan and carry out school party and program Games Club meetings Planning sessions School newspaper Entertaining
Vocabulary: Quorum Majority Minority Plurality Election Polls Ballot Platform Candidate Citizen Civil rights Campaign Letter writing Reading newspapers Listening speeches	Taxes Salaries Tuition Costs Election Returns Postage Fine Traffic Library Licences	Mock elections Visiting polls at election times Mock trial Construct play post office Construct model community

P.L.S. #12

INTERMEDIATE

C. Develops an Understanding of our Privileges and Responsibilities as Citizens

Aims	Center of Interest Units	Introductory Discussions
(1) ACCEPTS WRITTEN AND UNWRITTEN SOCIAL STANDARDS	Health Good food Cleanliness Rest Acceptable group behavior Acceptable individual behavior Buses Lunch program in school building To and from school Home Church Community Sports Safety	What are social standards? Dress Behavior Personal hygiene
(2) PRIVILEGES AND ETHICAL OBLIGATIONS OF A CITIZEN	American Constitution Privileges Bill of Rights Civil Rights Obligations Bill of Rights Civil Rights Military Privileges Obligations Significance of Patriotic symbols Flag Eagle Flag salute National anthem	What is a privilege? What is an obligation?

Language Arts	Number Concepts	Related Activities
Oral Expression Group discussion Completion stories Various social situations-protocol Written expression Completion stories Request stories Thank-you letters Sympathy letters Invitations Regrets	Ordinals (first, second, etc.) Page numbers Money Tips Change Time Promptness Appropriateness Duration Seasonal adaptations Clothing Courtesy	Role playing Daily group feedback Puppets Games Dramatization Scrapbooks Telephone courtesy
Oral Expression Clear conveyances of ideas Reports of various experiences News reports Conducting simple business meeting Written expression Reports of experiences Clear conveyance of ideas Letters to former classmates in service Listening Tolerance of others Listening to others	Recreational fee tax Luxury tax Property tax and income tax and uses Money Expense involved in field trips Duration of elected offices Military services Dates of election Fund drives Gas tax Selective sales tax (put across from tax benefits point of view)	Speakers Military personnel (former classmates) Red Cross Civil Defense Congressmen Classroom elections Mock election National State Local

INTERMEDIATE

C. Develops an Understanding of our Privileges and Responsibilities as Citizens

Aims

(3)

PRACTICES WRITTEN AND ENFORCED LAWS

Center of Interest Units

Federal Laws
- Constitutional Amendments
- Services

State Laws
- Major laws
  - Employment
  - Marriage
  - Driving
  - Hunting
  - Drinking
  - Child labor
  - Family welfare
    - Family court
    - Divorce
    - Custody of children
    - Foster placements
    - Adoption
    - Guardianships

State Courts
- Legal courts
- Policeman and traffic officers
- Judge
- Jury
- Lawyer
- Truant officers
- Probation officer
- Welfare worker
- Game warden

Local Ordinances
- Sanitation
- Humane regulations
- Fire
- Water
- Licences
- Tax
- Permits
  - Buildings
  - Parades and public assembly
  - Soliciting
  - Distributing literature
- Liability
  - Financial
  - Property (See Bulletin 21-c)

Introductory Discussions

Hypothetical situations; appropriate and inappropriate driving, drinking and hunting habits

Day in Court
- TV Shows
- Newspapers

Traffic Manual

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

William C. Kohl
State Superintendent

Archie A. Buchmiller
Deputy State Superintendent

DIVISION FOR HANDICAPPED CHILDREN
JOHN W. MELCHER, ADMINISTRATOR & ASSISTANT SUPERINTENDENT
WISCONSIN HALL, 126 LANGDON STREET
MADISON, WISCONSIN 53702

August 27, 1970

Dear Colleague:

We are pleased to be able to share with you the accompanying publications, "A Persisting Life Needs Approach To A Curriculum For The Educable Mentally Retarded" and "Teachers Handbook For Implementation Of The State Curriculum For Educable Mentally Retarded". These materials represent the combined efforts of over 250 Wisconsin special education teachers and administrators, and numerous curriculum committees organized at the local district, county, and university levels. The publications were developed under the auspices of the Division for Handicapped Children, Wisconsin Department of Public Instruction and funded by Title VI-B, Elementary and Secondary Education Act.

Further information about these publications or related publications may be obtained from EMR Curriculum Project Consultant, Room 616, Division for Handicapped Children, Department of Public Instruction, 126 Langdon Street, Madison, 53702. Copies of this material may be purchased from Publications Order Service, 126 Langdon Street, Madison, Wisconsin, 53702 at a cost of $2.00 for the Curriculum and $.50 for the Handbook.

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Sincerely,

DIVISION FOR HANDICAPPED CHILDREN

By Ken Blessing
Kenneth R. Blessing, Ph.D.
Director of Bureau for Special Education

By John W. Melcher
John W. Melcher
Assistant State Superintendent
Administrator of Division for Handicapped Children

Language Arts

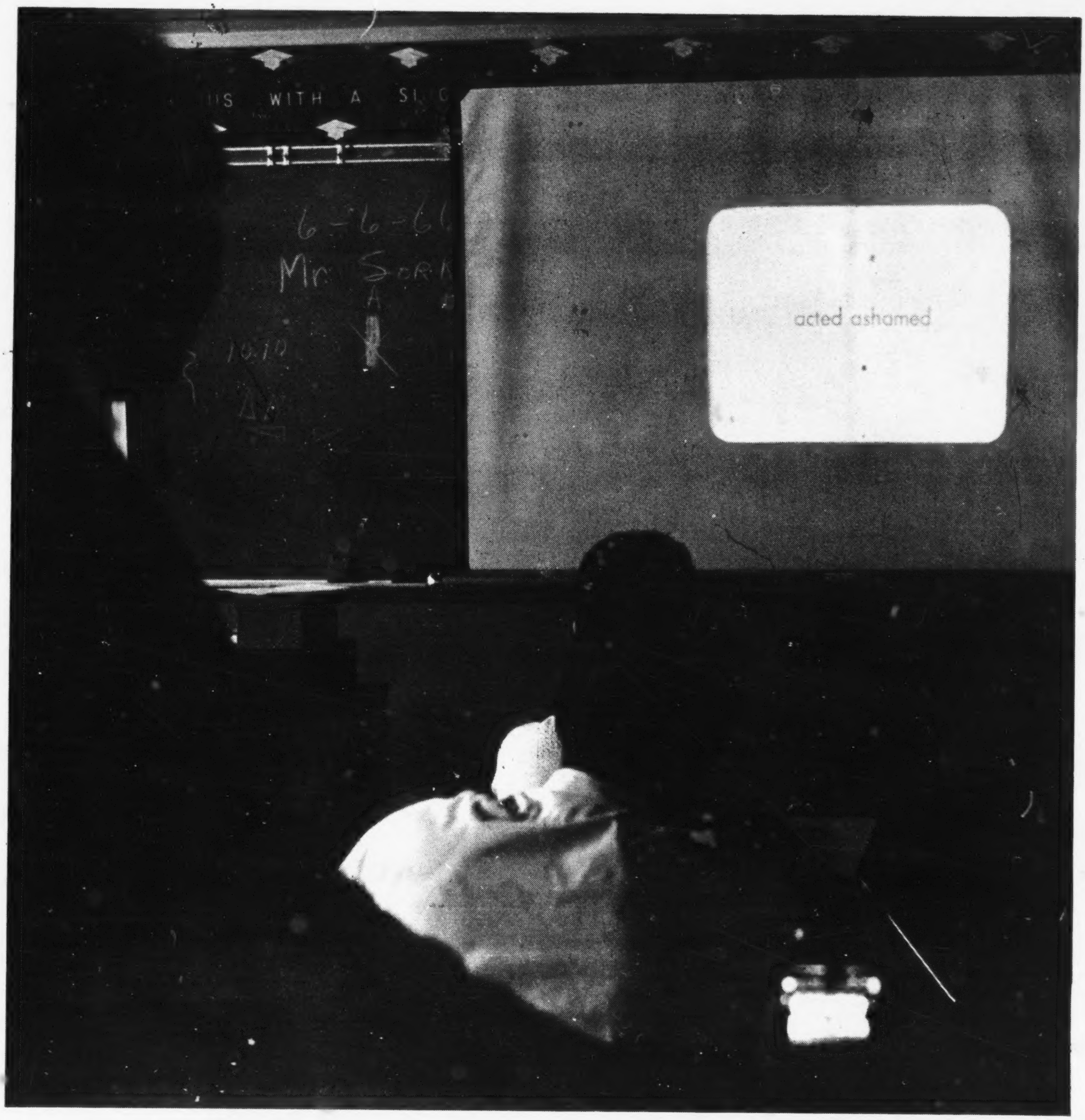
- Written Expression
  - Permission notes
  - Thank you notes
  - Stories
  - Forms
    - Driving
    - Social security
- Reading
  - Traffic manual
  - Court news
  - Bills-interpreting
- Oral communication
  - Telephone

Number Concepts

- Dates
- Due time
- Meters and Guages
  - Gas meters
  - Speedometers
  - Thermometer
  - Parking meters
  - Light meters
  - Natural gas meters
- Money
  - Budgeting
  - Credit
  - Ratings
  - Payments - interest
  - Credit of company
  - Better Business Bureau

Related Activities

- Visit
  - Courts
  - Legislature
- Make pamphlet on ordinances
- Drawing
- Collecting Pictures
- Mock Trials
- Role Playing
  - Policeman
  - Game warden
- Panel discussion
- Talks by legal personnel
- Filling out Federal, State and local forms: Tax, licence applications, etc.



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LEARNING TO BE A RESPONSIBLE CITIZEN

P.L.S. #12 involves the essential habits, attitudes and skillls necessary to understand one's heritage, to understand and participate in government and its processes and to understand and exercise one's rights, privileges and responsibilities as a citizen.

Secondary

A. Understands our heritage
   (1) The customs and traditions of our local community
   (2) Our states' heritage and growth
   (3) Understands events leading to the birth and growth of our nation
   (4) The interrelationship between nations

B. Understands the structure and function of our government
   (1) The processes involved in a local democratic activity
   (2) How the state government serves its citizens
   (3) The fundamentals of national government
   (4) How the United Nations performs governmental functions among the nations

C. Understands our privileges and responsibilities as citizens
   (1) Achieves active, positive participation in local community
   (2) Respects and observes the laws of the state
   (3) Develops concepts necessary for adult citizenship
   (4) Respects other countries and the loyalities of their people

For specific teaching units relaed to this major objective, the reader is referred to the following resource guides:

See Bulletin No. 2 - **A Developmental Vocabulary Check-List for the Mentally Retarded** which includes vocabulary and understandings required by responsible secondary aged citizens in their communities.

See Bulletin 21-D, pages 75-85, for suggested and illustrative units on CITY GOVERNMENT, WHY MUST I OBEY THE LAW?, CITIZENSHIP AND LAW AS IT AFFECTS THE MENTALLY RETARDED, and LOCAL, STATE AND FEDERAL GOVERNMENTS

P.L.S. #12

SECONDARY

A. Understands Our Heritage

Aims	Center of Interest Units	Introductory Discussions
(1) THE CUSTOMS AND TRADITIONS OF OUR LOCAL COMMUNITY	Origin, purpose and method of observing local celebrations, traditions and customs Biographic study of community leaders Study the origin of community names e.g. the community streets, buildings, geographic features, etc. Founding and settlement of the community Development of industry	Relationships of daily living of students with traditions in community Utilize guest speaker well versed in community folklore Utilize student ancestry Use antiques as a center of discussion
(2) OUR STATE'S HERITAGE AND GROWTH	Founding of the state Settling of the state Indian history, art, crafts and stories Famous Wisconsin citizens Historical places of interest Wisconsin industries Lumber Fur Mining Agriculture Recreation Transportation Manufacturing	Bulletin board of interesting pictures Newspapers and magazines Imaginary journey through Wisconsin before its settlement
(3) UNDERSTANDS EVENTS LEADING TO THE BIRTH OF OUR NATION	Famous American Leaders George Washington Patrick Henry Samuel Adams John Hancock Paul Revere Ben Franklin Abraham Lincoln and others Wars Revolutionary Civil World War I World War II, etc. Famous Documents Declaration of Independence Constitution Bill of rights Mayflower Compact Monroe Doctrine Louisiana Purchase and others American Flag Story and meaning	What is history? Why study U.S. History?
(4) UNDERSTANDS THE INTERRELATIONSHIP BETWEEN NATIONS	How we in Wisconsin benefit from cultural exchange with foreign nations What we in Wisconsin have to offer to foreign nations What agencies are active in making possible exchanges with other foreign countries Preparation for travel in foreign countries, especially Canada	Wall map with strings connecting nationality (ies) and or products we use with the country they come from Recordings of foreign folk music

Language Arts	Number Concepts	Related Activities
Discussion Family traditions Family and personal participation in local holidays Write Story of the student's family coming to the community Descriptions of places of interest Reports of special events Read books, pamphlets, newspaper articles, etc. related to community history	Develop a dateline of import- and community events Use line graph to show population changes Comparative numbers Dates Living Costs Rate of travel	Use public library Folksongs, games and dances Display national costumes Prepare national dishes Develop classroom museum
Discuss how each family uses Wisconsin products Read Paul Bunyan stories Write reports or original stories concerning Wisconsin lore	Time lines Graphs on population and area Finding distances on a map Learning to calculate board feet	Visit places of historical significance Booklet about state flower, bird, motto, emblem, song, flag, tree, etc. Product map Make electric matching boards with items significant to our heritage e.g. dates, events, sites, locations, etc.
Discuss Explorers Settling and living in colonial America Wars Frontier homes Pioneers Inventors and Scientists America Today Wisconsin's contribution to the growth of the U.S. Read stories of Our Country's Beginnings Pioneer Life Indians Our Country's Leaders War Heroes Write Letters of Request Book Reports Accounts of Historical facts Labeling scrapbooks	Historical time line Comparisons Bar and line graphs: Prices then and now. Wages then and now Population then and now Maps Guide lines Size of states Areas Distances	Create Clay or soap models of Famous Americans Wood carving Models of historical buildings Models of Inventors Symbols Flag Great Seal and other Folk songs and dances Drama Dramatize a historic event Impersonate a famous early American Let the class guess
Theme: Could any country survive without the rest of the world Write pen pal letters as individual or group project Listen to recordings of plays or music and discuss how they are representative of the countries of their origin Write Wisconsin manufacturing companies to get lists of raw materials imported as well as products exported	Construct bar graphs comparing the amounts given to different countries in foreign aid Construct bar graphs comparing exports and imports of the United States	Make a display of pictures of outstanding world scientists, artists and world leaders, noting their accomplishments Make a display of advertisements of foreign products that we are all familiar with such as Volkswagon. English Bible, sewing machines, radios, etc. Utilize local residents and visitors who have a good background on certain countries, e.g. ex-GI's, tourists, missionaries, etc.

P.L.S. #12
SECONDARY

B. Understands the Structure and Function of Our Government

Aims	Center of Interest Units	Introductory Discussions
(1) LEARN THE BASIC PROCESSES INVOLVED IN A LOCAL DEMOCRATIC ACTIVITY	Study maps of the community Develop organizational charts of local governments Study types of local governments Study duties of township, village, city and county officals Role of the neighborhood in the community	What is the purpose of community government What is a community What is local government
(2) HOW THE STATE GOVERNMENT SERVES ITS CITIZENS	Study of the six constitutional officers Governor Lieutenant Governor Secretary of State State Treasurer Attorney General Superintendent of Public Instruction Function of various departments Conservation Public Service Motor Vehicle Industrial Commission Personnel Public Instruction Health Welfare etc. Law making Political Parties Courts	Pictures of the state capitol and officials currently in office Discuss some law that affects students such as compulsory school attendance, traffic rules, etc.
(3) THE FUNDAMENTALS OF NATIONAL GOVERNMENT	Washington D.C. Capitol White House National Monuments and other points of interest U.S. Constitution How a bill becomes a law Structure of our Federal Government Executive Judicial Legislative Political Parties National elections Federal money system	Teenager's role in federal government (pageboys, lobbying, etc.) Stimulate interest through a colorful travelogue of Washington, D.C. supplemented with a large map of the area Discuss the everyday activities, services, etc. that are linked to the national government Utilize current events as a springboard to unit planning
(4) HOW THE UNITED NATIONS PERFORMS GOVERNMENTAL FUNCTIONS AMONG THE NATIONS	The world as a family of nations with the General Assembly as a family council, etc. U.N. Agencies U.N. member nations Purpose of the U.N.	Bulletin board display of pictures of U.N. at work Films on U.N.

Language Arts	Number Concepts	Related Activities
Discuss Necessity for rules to protect all citizens Write thank you notes to classes and to hosts at places visited Read local newspapers Study the terminology (mayor, city council, trustee town board, etc.) Written topics and scrapbooks	Figure local property tax from assessed valuation and tax rate Understanding use of numbers in Street and road numbers Zone numbers Zip code Phone numbers Study local budgets including expenditures and revenues using graphs, charts, diagrams, etc.	Visit such places as City, town or village hall Police station Fire station Post office County Court House Talks by police chief, fire chief or other local officals Role playing Traffic Court Mock trial Council meeting
Discussion Contemporary issues such as sales tax, voting age, driving age, etc. Use of Blue Book Reports on current events within the state	Graphs on state finance Solving problems on sales and income tax	Visit State Capitol Role playing: How a bill becomes a law Mock trial Make booklets on current Wisconsin news Develop chart on structure of government Simple parliamentary procedures
Study and conduct a non-partisan election Campaign speeches Judging merits of candidates Gather information about the president's family First Lady Children, etc. Identify offices of President and Cabinet members Contrast living in a democracy with living in a dictatorship	Number of members in Cabinet Congress Supreme court Compare our state's representation with that of other states Salaries of federal officials Social security Federal taxes Voting ages and requirements Percentages and graph problems pertaining to representation, voting records, etc.	Styrofoam, soap and clay modeling and sculpturing Replicas of party symbols Donkeys Elephant Securing election ballots U.W. map (making and studying) Visit polls on election day
Write letters to the U.N. requesting publications and information Punctuation exercises on sentences dealing with the U.N. Theme or discussion on "How Does the U.N. Compare with How a Family Should Work Together" Abbreviations, how and why they are used Examples W.H.O. U.N.E.S.C.O. U.N.I.C.E.F.	Make a time line showing the important events in the history of the U.N. Count the possible number of votes that may be cast in the U.N. What is a majority, minority, a **plurality**?	Construct a large outline map of the world and indicate the U.N. member nations Make a display of the flags of the U.N. members Make a flag of the U.N. Make an organizational chart of the U.N. List accomplishments of U.N. agencies

P.L.S. #12

SECONARY

C. Understands our Privileges and Responsibilities as Citizens

Aims	Center of Interest Units	Introductory Discussions
(1) ACHIEVES ACTIVE, POSITIVE PARTICIPATION IN LOCAL COMMUNITY	Voting responsibility Attending meetings Keeping our community clean Community health and safety Aid to fire and police department Respect for public property Obeying signs in public places Bus etiquette Taking advantage of recreational facilities, equipment and programs Support of volunteer agencies Red Cross Red Feather Clothing Drives Christmas Food Baskets March of Dimes, etc.	What is my role as a citizen in My family My school My community
(2) RESPECTS AND OBSERVES THE LAWS OF THE STATE	Hunting and fishing regulations State park regulations Boating regulations Water sports regulations Motor vehicle laws	Discussion of newspaper articles on law breaking Compare the need for laws in our state with the need for laws in a Robinson Crusoe society
(3) DEVELOPS CONCEPTS NECESSARY FOR ADULT CITIZENSHIP	Comparison of Democracy Monarchy Fascism Communism Socialism Dictatorship Social Security Workmen's Compensation Unemployment Compensation Respect for country Voting procedures Serving one's country (armed forces) Proper courtesy to Playing of national anthem Flag passing by Government offical	Use stories or experiences in which there are examples of either good or bad national citizenship such as behavior of people when the national anthem is played
(4) RESPECTS OTHER COUNTRIES AND THE LOYALTIES OF THEIR PEOPLE	Internationally known people World religions Loyalties to one's country Effects of transportation and communication on world citizenship How geography affects people's way of life as shown in their dress, dances, foods, sports and industries	How each child differs from his brothers and sisters; from his friends How children have things in common with each other How these differences and similarities are found among people of various countries

Language Arts	Number Concepts	Related Activities
Letter writing to local editor game warden agencies for brochures Prepare a list of outstanding qualities of good citizens Oral or written discussion of School spirit Community spirit Need of following good leaders Why regular school attendance is good citizenship Responsibilities to one's family	Meter reading (water, gas, electric) Computing utility bills Use graphs, fractions, etc. based on newspaper articles Number problems in following progress of charity drives Family budgeting	Develop a scrapbook on the community to be exchanged with a similar class group in another community Vote using regular sample ballots Role playing, scenes showing good and bad civic attitudes Prepare tapes, slides or photos of above role playing Develop school or community slogans which inspire good civic attitudes
Read handbooks and brochures Write to various state departments for related brochures	Problems involving fees and licenses Problems about costs to Wisconsin for parks and conservation Dollar loss in state thru carlessness (fire, crime, accident) Insurance costs	Films from various state departments about regulations under their control Map work Location of state parks, reservations, etc. Speakers Game warden On water safety On hunting Mural and poster making on good citizenship practices
Report about life and customs of people of other countries Write composition on "If I were from.... "(state or country" Why I am Proud to be an..." (American or Wisconsinite) "A Well known International Figure" Write to pen pals Prepare antonym and synonym worksheet on terminology used to discuss citizenship e.g., ancient-modern rural-urban, etc.	Graphs and percentage charts Population comparison Nationalities Industries Religious preference Races	Develop a correspondence program with a class from another country Films and filmstrips on life in another country Collecting stamps from foreign countries Arrange for talks by foreign students Display Pictures depicting scenes from foreign countries Books about foreign countries
Read stories (fiction, biography, etc.) about other countries Read about and report on foreign election returns Listening to recordings, radio and TV programs of addresses by leading American and foreign citizens	Number of years of existence of different types of government Number of countries with different types of government Tax problems National debt (number reading) Charts and graphs showing how tax money is spent	Pictures of foreign leaders past and present Pictures showing services provided by national and foreign government Exhibits of informational material published by federal agencies Mock elections Display of election posters and pictures of foreign candidates

APPENDIX A
PRESCRIPTIVE TEACHING*

BACKGROUND

Approaches and techniques used in devising a systematic language development program for those with communicative disabilities vary as a function of the underlying rationale and orientation of the special educator. The Peabody Language Development Kit materials employ a "shotgun" approach, the major purpose being the elevation of the overall language ability of the treatment group or individual. Others have employed a "profile" or remedial approach aimed at developing a subject's ability to encode, decode or associate linguistic symbols. The subject's psycholinguistic profile, as measured by a test like the Illinois Test of Psycholinguistic Abilities (ITPA), provides the language clinician with clues as to relative strengths and weaknesses.

In the summary of the study to follow, the latter approach was employed. The purpose of the investigation was to test the major hypothesis that amelioration of a specific psycholinguistic deficit (vocal encoding) in an educable retarded population is feasible as a function of intensive small-group remediation. Vocal encoding was operationally defined as the ability to express one's ideas in spoken words when presented with meaningful visual stimuli. The investigator sought to determine whether the vocal encoding ability of elementary aged retarded children could be significantly improved as a result of a supplementary treatment program conducted in hourly sessions, three times weekly over a period of four months. Group language profiles were used to develop a differentiated program of language remediation.

The subjects consisted of 40 educable retarded children chronologically 8 to 15, with IQs from 50 to 80, mental ages between 4-7 and 8-10, who were found to be one or more years below M.A. in vocal encoding on the ITPA.

Children were randomly assigned to control and treatment groups of 20 each following group matching on the variables of sex, sibling order, and parental occupation. Each remedial group of 3 to 5 subjects received weekly instruction from two language clinicians. Anecdotal records were maintained of the activities and teaching techniques used and are included in the report for subsequent use in curricular implementation and research replication.

All ITPA evaluations were conducted by qualified psychological examiners trained by the co-author of the instrument. Interim empirical evaluations on classical criterion measures were periodically administered in a blind-fashion throughout treatment and as long-term retention checks. Controls were included in these interim evaluations to eliminate or reduce the possible confounding of results by the Hawthorne effect. Children's Apperception Test pictures were used in standardized three-minute sessions to elicit vocal encoding behavior, and their taped responses were analyzed in terms of the criterion measures.

Mean gain score differences between groups were subjected to tests of statistical significance by use of analysis of variance and, in addition, covariance analysis with the effects of initial performance levels held constant. The .05 level of significance was used in testing the major null hypothesis.

Results indicated that the null hypothesis was rejected for significant post treatment differences consistently favoring the treatment group on the vocal encoiding measure. These findings may be said to provide substantial evidence of the efficacy of remediating a single psycholinguistic deficit and of using pretest profiles of educable retarded children in planning remedial programs. At the end of treatment the experimental group was equaling or exceeding mental age expectancy levels. A precautionary comment is interjected with respect to converting vocal encoding raw scores into language age norms at the upper limit of the ITPA, since lack of equal age increments restricts the specificity and accuracy of age norms near the ceiling of the test.

This study provides for special education curriculum makers a comprehensive list of clinical teaching suggestions for implementation in the developmental language program.

In the remaining pages, interested readers will note an attempt to organize an approach to linguistic deficit identification and prescriptive teaching designed to remediate these disabilities. Perusal will reveal that the most extensive listing of clinical teaching suggestions occurs in the vocal encoding area, since this was the deficit concern of the above study. The suggested activities in the other psycholinguistic areas have been extracted from various research reports, papers and articles dealing with other aspects of language usage and defect.

The intent of this section is to provide special educators with an outline of the test factors themselves and a parallel beginning list of practical ways in which these factors may be strengthened and/or remediated. Others working in this area of linguistic disability will wish to assess the feasibility and validity of these prescriptive approaches and will want to supplement this listing from their own empirical experience with psycholinguistic remediation.[1]

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*Written by Kenneth R. Blessing, Ph.D., Division for Handicapped Children's Services.

[1] Mrs. Eunice Key, Coordinator of Special Education, C.E.S.A. #11, LaCrosse, recently expanded this work in her Master's paper. Readers should contact her directly for further information.

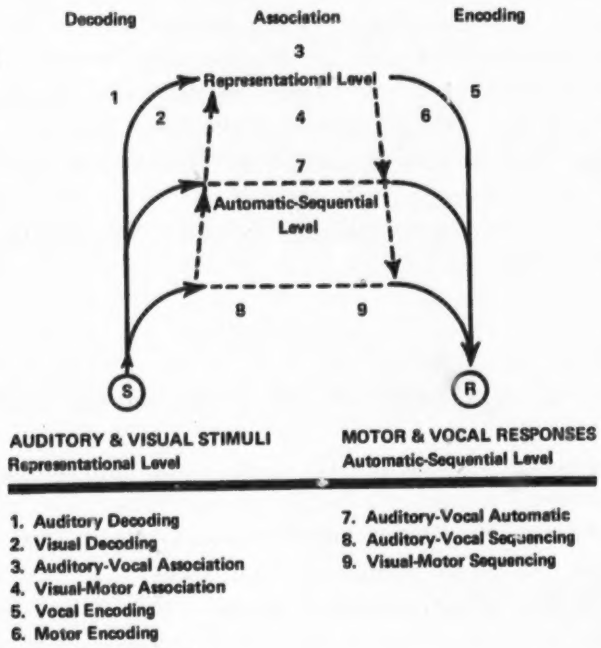
REMEDIATION OF A PSYCHOLINGUISTIC DEFICIT IN EDUCABLE RETARDED CHILDREN

In the following section the reader will encounter a description of the areas the ITPA probes and paralleling these descriptions, some simple, practical ways in which special educators can plan and carry out specific remedial programs. Most of these techniques have been developed in clinical settings on a tutorial one-to-one basis. Along with trying out these suggestions in a classroom setting, the task of the special educator will be to explore ways of grouping pupils with similar disabilities for economy and efficiency in the time available for instruction. The long range goal is the development of language abilities. comparable to the grouping practices for the development of language abilities. comparable to the grouping currently employed in the reading and arithmetic phases of the special education curriculum. Once achieved, it may be possible to provide developmental and remedial language programs which enable retarded pupils to function, linguistically speaking, somewhat more closely to their current levels of intellectual functioning.

The nine subtests of the battery are briefly described below. The numbers (1 through 9) correspond with the numbers in Figure 7. These descriptions with some modifications are taken from Kirk and McCarthy (1961).

FIGURE 7

THE REVISED PSYCHOLOGINGUISTIC MODEL OF LANGUAGE ABILITIES
(After McCarty and Kirk, 1961)


Decoding
Association
Encoding
3
Representational Level
1
2
4
6
5
7
Automatic-Sequential Level
8
9
S
R
AUDITORY & VISUAL STIMULI
Representational Level
MOTOR & VOCAL RESPONSES
Automatic-Sequential Level
1. Auditory Decoding
2. Visual Decoding
3. Auditory-Vocal Association
4. Visual-Motor Association
5. Vocal Encoding
6. Motor Encoding
7. Auditory-Vocal Automatic
8. Auditory-Vocal Sequencing
9. Visual-Motor Sequencing

PICK UP FIGURE 7

The Revised Psycholinguistic Model of Language Abilities
(After McCarthy and Kirk, 1961)

Representational Level
1. Auditory Decoding
2. Visual Decoding
3. Auditory-Vocal Association
4. Visual-Motor Association
5. Vocal Encoding
6. Motor Encoding

Automatic-Sequential Level
7. Auditory-Vocal Automatic
8. Auditory-Vocal Sequencing
9. Visual-Motor Sequencing

1. Tests at the Representational Level

This representational or meaning level mediates activities requiring the meaning or significance of linguistic symbols. The tests at this level all have one thing in common: they assess some aspect of a child's ability to deal with meaningful symbols, i.e., to understand the meaning of symbols (decoding). Thus, when a child learns to say "ma ma" to the appropriate mother figures, he is operating at the representational level. There are 6 tests at this level, 2 concerned with decoding, 2 with association and 2 with encoding.

ITPA PSYCHOLINGUISTIC AREAS

SUGGESTED INSTRUCTIONAL ACTIVITIES

(A) THE DECODING TESTS. Decoding at this level is measured by the two following subtests:

Test 1. Auditory decoding

Auditory decoding is the ability to comprehend the spoken word. This process is tapped by "yes" or "no" answers to such questions as "Do apples fly?" Since decoding and not encoding is the process being measured, if the child cannot say "yes" or "no" a gesture response is accepted.

Activities:

1. Identification of familiar sounds, e.g., record of train whistles, household sounds (Scott-Foresman), "Muffin records."
2. Try out the child's knowledge of prepositions, e.g., under, in, out, up, etc.
3. Recite part of a nursery rhyme; pause to let the child finish it.
4. Have the children listen out of the window or to the radio and identify sounds.
5. Have the class make up games with words.
6. Have the child tell if a pair of words (e.g., see, she, life, left) sound the same or different.
7. Have pupils identify objects or situations described by the teacher.
8. Require pupils to answer questions about material read aloud to them.
9. Use auditory memory span for sentence types of activities.
10. Check understanding of material read orally. Have pupils choose the correct word from several presented orally to meaningfully replace a particular phrase from the story.
11. Use detailed conversations based on specific topics of interest to the pupil and require response to comments made by the teacher in order to demonstrate decoding.
12. The teacher can define a word and have the pupil redefine it in his own words.

Test 2. Visual Decoding

Visual decoding is the ability to comprehend pictures and written words. In this subtest the child is presented with a stimulus picture from among a set of four. The correct choice is semantically identical to the stimulus picture but is not physically identical, e.g., a silver knife and a jack-knife.

Activities:

1. Display a picture and ask a child to find certain items or name incomplete items in the picture.
2. Have children look out the window and identify objects.
3. Have children pick out objects in terms of shape, color or size (e.g., "the green car", "the large boy").
4. Ask a child to identify action in pictures, in the room, etc. ("show me the girl running").
5. Utilize a systematic phonic approach in reading with pupils in this area.

(B) THE ASSOCIATION TESTS. Association is assessed by two tests utilizing different channels.

Test 3. Auditory-vocal association

Auditory-vocal association is the ability to relate spoken words in a meaningful way. In this subtest the auditory perception and the vocal expression require minimal ability while the association process is tested by items of increasing dfficulty. This analogies test is a "controlled association test utilizing a sentence completion technique;" for example, "Father is big, baby is ______."

Activities:

1. Have the pupil name all the things he can think of when you say ______ (orange).
2. Ask children questions like "In what way is a hat like a coat?"
3. Ask children to explain verbal passages, e.g., "God Bless America" or "The Pledge of Allegiance."
4. Ask children about groups of items: "Which one doesn't belong?"
5. Ask for interpretations of phrases or paragraphs orally read to class.
6. Ask pupils questions involving verbal absurdities: "Would I find a bed on the roof?"
7. Have pupils choose from several objects the one which the teacher has verbally described in terms of the uses

or characteristics of the object. Verbal descriptions should progress from simple descriptive phrases to complex sentences.

8. Utilize activities which require pupils to associate sounds with visual cues.
9. Discuss the relationship among certain concepts such as letters, words, sentences and paragraphs.
10. Have pupils supply a missing word in a sentence presented verbally.
11. Have pupils supplv a word opposite in meaning to one word which was emphasized by the inflection of the teacher's voice while reading a sentence aloud.
12. Have pupils choose and repeat the one sentence, from several read to them, which was most relevant to a visual cue presented earlier.

Test 4. Visual-motor Association

Visual-motor association is the ability to relate meaningful visual symbols. This process is tapped by a picture association test. The child is presented with a single stimulus picture and a set of four choice pictures, one of which is associated with the stimulus picture. The child is asked, "Which one of these (pointing to the set of choice pictures) goes with this (pointing to the stimulus picture)?" The child is to point to the one picture from among the choice set which has a conceptual communality with the stimulus picture.

Activities:

1. Have pupils sort and match like objects (e.g., red and white buttons).
2. Show pupils a picture, e.g., of a boy eating. Ask, "Show me what the boy is going to do next."
3. Start a sequence of action; get the pupils to finish it (e.g., dress a doll, set table).
4. Present a number of pictures; ask children to choose all those which go together.
5. Provide a box of objects and a box of pictures. Children match the items.
6. Have pupils pair concrete objects as to use or function e.g., needle and thread, ball and bat, etc.
7. Use reading readiness tvpe material which require the drawing of a line from a word to a correct choice among a group of pictures.
8. Use of some of the Frostig materials for the development of visual perception would be helpful here.

(C) THE ENCODING TESTS. Encoding at the representational level is assessed by two subtests, one requiring vocal, and the other motor responses

*Test 5. Vocal encoding

Vocal encoding is the ability to express one's ideas in spoken words. In this test, the child is shown a series of similiar objects like a ball, or a block, or a piece of chalk, or a piece of celluloid and is asked to "Tell me about this." The score is the number of discrete descriptions.

Activities:

1. Elicit vocal sounds and babbling through the use of a motorkinesthetic method with the aid of a mirror. Imitate the child's sounds and have the child imitate the teacher's sounds. Actions, objects, and pictures can be labeled by the teacher and children can be encouraged to imitate these labels vocally. Spontaneous speech can be encouraged by having the children give previously learned labels without prompting. When familiar individual words are utilized, the teacher can encourage the combination of these two-word sentences.
2. Display pictures on door outside of classroom and get pupils in the habit of studying these carefully. During the language activity request them to recall such characteristics of the picture as:
    a. the central figures; names of the people, animals, objects, etc.
    b. the number of people, animals, etc.
    c. the action involved; what the individuals were doing
    d. shapes, sizes, composition; other physical characteristics
    e. the functions of people, animals, objects in the scene

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*Specific factor the study was designed to remediate.

    f. the colors of objects, animals, people in the picture
    g. the emotional tone of the scene; happy, sad, etc.

3. In group discussion of the picture permit other pupils to elaborate on the story and suggest items omitted or not recalled by the original story teller.
4. Bring the picture to the group and discuss various elements; attempt to develop transference of observational principles from lesson to lesson.
5. Bring toys, gadgets, bric-a-brac, and other articles for observation; manipulation, touch, smell and discussion. Have students talk about these objects, i.e., their shape, size, color, and function. Occasionally include similar items, e.g., (a) soap granules and a cake of soap; or (b) letter opener, ink pen, ball point pen, in order to bring out similarities as well as differences in appearance and function. Stress attendance to details and transfer of observational habits and principles from lesson to lesson.
6. Take short neighborhood field trips and utilize observations from the classroom window to stimulate or develop ideas for discussion.
7. Use Judy See-Quees sets and selected cartoon strips mounted on tagboard to stimulate group interests, discussion and story telling. Vary the length of the picture stories in terms of the group's ability to recall and relate stories in correct sequential order. Have pupils verbally explain the significance and sequence of events following a separate or combined verbal-visual presentation. Attempt to extend individual abilities in sequential picture placement and recall of the previously discussed story.
8. Present various See-Quees sequences to groups of pupils and follow up with removal of one of the pictures in the series. Have individuals identify and talk about the missing picture.
9. Use gestural-vocal demonstrations of action depicted in various pictures or the vocal imitation of sounds and noises of animals presented pictorially and as objects.
10. Have pupils present oral book reports and accounts of simple stories read in school or at home.
11. Utilize slide projectors, View-Masters, hand puppets, cut-outs, realistic models, globes, maps, pictures and flannel-board materials to stimulate general conversation and expand language concepts.
12. Use verbal classification and categorization of objects as another means of stimulating speech and discussion. For example, pictorial cards depicting various household items can be provided children in a group. Members can discuss each object portrayed and tell which room the item is usually associated with, e.g., appliances, furniture, foods, clothing, recreational items can be classified as to function, location, origin, etc.
13. Use of modified TV-type quiz shows to stimulate verbal responsiveness in pupils. Illustrative approaches might include "What's My Line" in which panel participants attempt to guess the particular "community worker" pantomimed or portrayed by the contestant. The playing of a modified "Charades" in which song titles, TV ads and jingles are portrayed is another variation of this technique used to elicit verbal expression.
14. General conversation requiring vocal expression about any

topic of general interest to the group, e.g., vacations, death of a pet, holiday activities, etc.

15. Elicitation of vocal responses through the use of nursery rhymes, poems, riddles, rhyming activities, finger plays, songs, TV commercials, phonograph recordings, and choral speaking. Pupil responses can be recorded and fed back for additional verbal stimulation. Illustrative activities might include:
    a. action rhymes and rhythmic exercises
    b. teacher-read poems with pupils completing the final rhyming word
    c. singing songs with accompanying gestures
    d. participation in "Cookie Jar"; game involves clapping of hands to rhythm as words are changed by pupils
    e. acting out nursery stories, e.g., "Three Billy Goats Gruff," using hand puppets
    f. use of a toy telephone to elicit spontaneous speech
16. Use tape recorders in "Show-and-Tell" periods when pupils are reporting interesting events, news reports, role-playing and similar activities. Playback of these recordings enables pupils to hear their own vocal responses and further stimulates interest on the part of the children.
17. Activities for developing general vocal encoding ability in individual pupils might include:
    a. imitation of vocal sounds, expressions, phrases and statements made by the tutor.
    b. filling in of sentences; teacher reads a phrase and the subject completes a sentence using this phrase
    c. listening to verbal absurdities; short story presented and pupil picks out the absurd word, then repeats the statement inserting a correct word
    d. listening to the presentation of a series of words, picking out the word that doesn't belong in the series, and telling why
    e. use of the "Wordy Game" to build sentences
    f. teacher-read stories followed by questions on content and meaning
    g. giving of short speeches from a classroom stage
18. Sociodrama, role-playing and hand puppetry can be especially effective in stimulating vocal expression. See Fliegler (1055), LaValli and Levine (1954), and Koenig (1951) for excellent suggestions in this area. Approaches will need to be modified to conform to the abilities, needs, and interests of the group. Teachers can describe and structure imaginary social or problem situations for the children, assign individuals to various roles, and have them act out the parts. In later discussions members of the group can evaluate the responses and actions of the various role-players. Typical sociodramas might include such situations as:
    a. learning to meet people, respond to, and make introductions, etc.
    b. going to the grocery store and making purchases
    c. answering the telephone
    d. answering the doorbell and responding to strangers, salesmen, etc.
    e. being a radio or TV announcer
    f. asking directions
    g. welcoming a friend

19. Utilize charades, visual pantomiming, and such games as "Simon Says" and "Follow The Leader" to elicit verbal expression.
20. Combine visual-verbal techniques to encourage verbal descriptions of auditorially stimulated concepts. For example, pupils might observe a new hospital wing under construction from their classroom window. Then, closing their eyes and through sound clues alone, they can be asked to describe what the workmen are going, what is occurring, etc.
21. Pupils can present a number of covered objects to the group and provide verbal clues as to the identity of the objects. Other pupils can attempt to guess the identity of the item.
22. Utilize memory series games, e.g., "I went to the farm and on the farm I saw a ________." This can be repeated orally by each pupil in the group and new objects can be added to the sequence as the game progresses.
23. Duplication of activities described in No. 4 above but with emphasis upon olfactory or tactile reception to provide clues and elicit verbalization.
24. Have pupils identify animals, toys, and other objects with their eyes blindfolded. Emphasis again would be upon their verbalizing the cues and the identity of the object.
25. Have pupils discuss similarities and differences between various items, presented for tactual and/or olfactory exploration with the pupils being blindfolded to eliminate visual cues.
26. Use of various kinesthetic teaching aids such as tactiform pictures, symbols, letters, raised maps and globes to stimulate interest in discussion of specific educational topics.

Test 6. Motor encoding

Motor encoding is the ability to express one's ideas in gestures. At the representational level, motor encoding is tapped by a manipulation test. An object is shown to the child and he is asked to, "Show me what we should do with this." The subject is to supply the appropriate motions, such as drinking from a cup, or fingering a piano keyboard.

Activities:

1. Tell pupils to point to a specific picture in a picture book.
2. Have the pupils draw a man, a woman, an animal, an object, etc.
3. Have pupils imitate teacher action like clapping, stirring, jumping, etc. Label these vocally for the child.
4. Try to elicit spontaneous motor gestures after working on imitation, e.g., gestures indicating "large" or "small".
5. Have the pupils follow instructions, e.g., "close the door," "stand on one foot," "put the ball under the table."
6. Tell the pupils to walk like different kinds of aminals.
7. Play "Simon Says" and "Follow the Leader".
8. Utilize Kephart's laterality, directionality, spacial orientation and/or body image activities with the pupils. Included would be specific exercises in right and left body parts on self, instructor, and on pictures; use of trampoline, and railboard activities; the drawing of various figures, i.e., stick, human, and geometric, and the printing or writing of the alphabet.
9. Use finger plays and nursery rhymes with accompanying actions.
10. Use charades to encourage gestural and motor expressions.
11. Tell a story; have the children act it out; watch for children who have difficulty in expressing themselves in gestures.

II. Tests at the Automatic Sequential Level

This level mediates less complex, more automatic processes than the representational level. This is illustrated by the ability to recite poems and sing songs without conscious effort. Defects at this level interfere with sequential initiation and the ability to retain sequences of visual and/or auditory automatic test, an auditory-vocal sequential test, and a visual-motor sequential test.

(A) THE AUTOMATIC TESTS.

Auditory-vocal processes are measured by the following subtests:

Test 7. Auditory-vocal automatic

Auditory-vocal automatic ability permits one to predict future linguistic events from past experience. The process is assessed by a grammar test. The child is shown a picture of a ball and a picture of two balls as an ancillary aid to the auditory-vocal task. The examiner says, "Here's a ball. Here are two

The child completes the sentence. The test increases in difficulty by requiring the correct use of increasingly less familiar English inflections.

(B) THE SEQUENCING TESTS.

Sequencing ability is measured by the following two subtests:

Test 8. Auditory-vocal sequencing

Auditory-vocal sequencing is the ability to correctly repeat a sequence of symbols previously heard. The process is tested with a digit repetition test. The test differs from that of the Stanford-Binet in that the digits are presented at the rate of two per-second and the child is allowed two trials with each sequence of digits before the task is failed.

12. Pantomiming of imaginary activities using either a verbal or visual stimulus, e.g., raking leaves, hammering, etc.

Activities:

1. Stress the plural nature of objects. For example, show a picture of some men and say, "Here is a man; here are three ." Start with the simplest forms using those which just add an s and then increase the complexity of the task.
2. Stress the action tenses. For example, the teacher might say, "I eat; yesterday I ." Useful here are items used with deaf children at the primary level.
3. Utilize the developmental sequence to be found in curriculum for teaching grammar; nouns, verbs, tenses, adjectives, suffixes, etc., keeping in mind the maturational level of the group and the individual.
4. Utilize choral speaking type activities to enable certain sequences of sounds and words to become somewhat more automatic in nature.
5. Use word association approaches which require closure and one-to-one contiguity learning.
6. Have pupils identify the sentence which was structurally correct from several sentences which were all identical in meaning. Presentation can be both auditory and visual.

Activities:

1. Use digit span type activities. For example, the teacher says, "3, 7, 9" and aks a pupil to repeat her stated digits. She can also ask the pupils to repeat them in the reverse order.
2. Have pupils carry out a series of verbal commands in sequence.
3. Have pupils restore the correct order to phrases and sentences in which the order of words was orally presented incorrectly, e.g., "The ran boy."
4. Play such games as "I went to the farm and on the farm I saw a ." described in Test 5, No. 21. Another version is "I'm packing my bag and in it I'm putting ."
5. Use auditory sound blending in units of varying length.
6. Have pupils complete human, stick, and geometric figures which have parts missing.
7. Have pupils reproduce a series of movements presented auditorially, e.g., the Kephart tapping pattern.
8. Have pupils repeat the spelling of words which were spelled aloud to them. Also have the words written from memory of the oral spelling.
9. Have pupils fill in the missing letters or numbers in

such auditorially presented activities as, "A-CDE," "10, 11, . 13, 14, 15," "10, 20, . 40, 50."

10. Sentence completion activities would also be applied here since this requires contiguity learning.
11. Use memory for words and sentence sequences activities keeping in mind that sentences also involve meaning.
12. Have pupils relate the sequence of events in a story read aloud to them.

Test 9. Visual-motor sequencing

Visual-motor sequencing is the ability to correctly reproduce a sequence of symbols previously seen. The process is assessed by a test requiring visual sequential memory. This task requires the child to duplicate the order of a sequence of pictures or geometrical designs presented by the examiner and then removed.

Activities:

1. Sequences of geometric figures can be copied or done from memory, e.g., using bead stringing, flannel board or pictorial design. Variations, e.g., animal sequences, can also be used. The Frostig visual perception materials could be used here.
2. Use of Montessori-type activities. For example; a circle tile design of alphabet blocks and of tile number blocks can be painted on the floor.
3. Sorting of objects for size, color, shades, or sequences.
4. Have pupils repeat from memory simple paper folding sequences.
5. Lay out dominoes in sequence and ask pupils to repeat the sequence.
6. Utilize various maze type activities.
7. Have pupils follow various sequences of letters, number, or "follow the dots," although these activities often become representational in nature.
8. Utilize some of the activities in the Fernald Kinesthetic Method of teaching reading in this area. This includes labeling, tracing, writing from memory and evaluation procedure.

The above examples indicate that discrete tests have been constructed which attempt to differentiate defects in: (a) the three processes of communication; (b) the levels of language organization; and (c) the channels of language input and output. Inadequate performance on specific subtests of this ITPA battery should, therefore, suggest the existence of language deficits which may be subjected to language remediation. For example, vocal encoding deficiencies might be considered similar to those diagnosed by clinicians as expressive "aphasia" while motor encoding problems may be related to "apraxia." A resulting test profile should indicate to the clinician or instructor a possible course for language remediation.

It should be apparent that there is a need for further exploration of additional instructional approaches in all of the psycholinguistic areas under consideration. Current remedial activities have been somewhat crudely outlined and a good deal of refinement is needed before a definitive answer to the question of psycholinguistic deficit remediation is forthcoming. Practitioners in the field are encouraged to experiment with these approaches in their classrooms and attempt a more rigorous application of the developmental approach to language development. For a fairly complete and detailed set of lesson plans for language development, special educators are referred to Smith's 1962 monograph. Effects of a Group Language Development Program upon the Psycholinguistic Abilities of Educable Mental Retardates.

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